Standard 1 Appendix

- Strategic vision of Western Carolina University
- Mission/purpose of program
WCU Mission Statement

Our Mission:

Western Carolina University is a public regional institution of higher education whose mission is to create learning opportunities that incorporate teaching, research, service, and engagement through on-campus, off-campus, online, and international experiences. The university focuses its undergraduate and graduate academic programs, educational outreach, research, creative, and cultural activities to sustain and improve individual lives and enhance economic and community development in Western North Carolina and beyond.

Our Core Values and Guiding Principles:

- Excellence, Scholarship, Teaching and Learning
- Collaboration with and Respect for our Communities
- Free and Open Exchange of Ideas
- Responsible Stewardship and Organizational Effectiveness
- Organizational and Environmental Sustainability
- Cultural Diversity and Equal Opportunity

Our Vision:

To be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university.
WCU 2020 Plan

Click on the graphic below to navigate to different sections of the Strategic Plan. For a full PDF version of the plan, [click here](#).

**VISION**

To be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university.

**MISSION**

To improve individual lives and enhance economic and community development in our region, state, and nation through engaged learning opportunities in our academic programs, educational outreach, research and creative activities, and cultural activities.

The Western Carolina University Board of Trustees unanimously endorsed the WCU 2020 Plan at their meeting on June 8, 2012. The 2020 Commission invites you to review the plan. If you have any questions, please contact Dr. Melissa Canady Wargo at wargo@wcu.edu.
Mission of the Master of Health Sciences (MHS) Program

The MHS program’s mission is to offer quality graduate education to practicing and aspiring health professionals in four disciplines: three online concentrations (health education, health management and emergency medical care); a residential concentration in nutrition; and a residential Dietetic Internship (DI) program. This mission focuses on:

- The development of educators, managers and leaders, who can think critically, communicate, innovate, advocate and perform effectively in our dynamic health care delivery and health policy decision-making environment.

- Alignment with the missions of WCU, CHHS and related entities as evidenced by its commitment to

1. excellence in scholarship;
2. collaboration with students and multiple disciplines in curriculum improvement;
3. innovation in program delivery;
4. partnering with students in research and community service;
5. responsiveness to the educational needs of students and employers; and
6. commitment to eliminate process, tuition structure or geographical barriers to the educational process
Standard 2 Appendix

- Description of program’s ongoing planning process
- Program’s strategic plan
- CHHS organizational chart
- MHS organizational chart
Master of Health Sciences (MHS) Program - Planning Process

Planning for the MHS program can best be described as a continuous improvement process in following six areas. The MHS faculty team and other consulted/invited faculty participate in discussions in planning and decision-making in these areas on a regular basis. Planning processes may be part of the weekly MHS meeting structure, a targeted retreat format or incident-based meeting structures.

- Course/curriculum development and sequencing within the multidisciplinary structure
  1. Review each semester schedule
  2. Consider changes in course sequencing based on discipline standards or improving time to graduation strategies

- Faculty
  1. Teaching, Research and Service support and coordination (e.g. Quality Matters certification – 9/2014)
  2. Adjunct faculty inclusion, teaching/technology support and coordination

- Policies and procedures (e.g. admissions criteria, criminal background checks, professional liability insurance, drug testing)

- Marketing/promotion
  1. Website development/revision – ‘2 click’ standard
  2. Website connections – social media and alumni giving options (in progress 2015)
  3. WCU promotion events
  4. Community education/benefits fairs
  5. Local, state, regional and national venues for promotion
  6. Response mechanisms to inquires (direct Email, UNC-Online, GradSchool.com, telephone)

- Data tracking – applicants, admissions, alumni
  1. Applicant/student demographics
  2. Time to graduation (current); by concentration (planned)
  3. Alumni employment, additional certification and graduate degrees
  4. Restart the MHS Advisory Council

- Financial support/Grants/Awards for students and alumni
  1. Residential students eligible for Graduate Assistantships
  2. Graduate Fellowship (provide nominations to Dean – CHHS)
  3. Graduate Study Grants (recruit students to apply - Graduate School grants)
  4. New graduate options through WCU’s ScholarCAT system
  6. MHS Student Research award (non-monetary)
  7. MHS Alumni award (non-monetary)
Displayed graphically, this is the one (of many models) used by MHS:

**Plan** changes/updates/revision based on new data, changes in strategic direction or program needs →

**Design** structures/procedures/mechanisms to test plan →

**Collect/Check** data/information →

**Act** on/revise/or standardize the plan → if changes/adjustments needs, back to **Plan** stage
Strategic Plan of the Master of Health Sciences (MHS) Program

The strategic plan of the MHS program focuses on four of the initiatives within Strategic Direction #1 of the WCU 20/20 Plan approved in 2012. **Strategic Direction #1: Fulfill the Educational Needs of our State and Region:**

*WCU is committed; first and foremost, to fulfilling its academic mission of providing each student a rigorous and relevant curriculum with learning experiences that emphasize knowledge and skills that are durable, flexible and transferable. WCU is committed to providing an education grounded in a strong set of foundational knowledge and skills combined with specific practical knowledge in content degree areas, the outcome of which is personal, intellectual and economic enrichment for each student. WCU seeks to ensure educational opportunities that result in graduate who are prepared for success; who are ready to compete in a challenging, changing, and global environment; and who are committed to contributing to the intellectual, cultural and economic development of our region and state.*

The following four initiatives were chosen for primary focus by the MHS faculty team. Strategic Directions #2, 3 and 6 also have implications for our program and will be reviewed as the strategic planning process continues.

**Initiative 1.1.3:** *Position WCU as a preferred provider of graduate programs in the greater Asheville-Hendersonville area in fulfillment of its historic commitment to this vital part of the Western North Carolina region.*

- Build on historical reputation of health sciences graduate program of excellence.
- Compete effectively in the health sciences graduate program marketplace; both private and proprietary, by use of technological, financial and quality measures.

**Initiative 1.1.6:** *Identify and develop integrated, cross-disciplinary centers of study and outreach, where appropriate based on the curricular focus areas.*

- Use current MHS cross-disciplinary structure to innovate opportunities for inter-professional and outreach; such as in the CHHS clinic, community and other external engagements for students and direct application and dissemination of student research findings.

2012; revised 10/2014
Initiative 1.1.7: *Increase the total number of WCU graduates by 25% by 2020 to meet the regional need for an educated work force.*

- Review/interpret market forces and labor trends in disciplines represented by the MHS program using available labor statistics, alumni and employee stakeholder feedback.
- Review and revise curricular changes to provide program of study flexibility and decreased time to graduation.

Initiative 1.6.1: *Develop data-driven admission strategies that balance the University's aim to increase the academic profile of entering students; serve the educational role of access as a regional comprehensive university.*

- Critically examine current and projected enrollment in ratio with faculty resources
- Establish enrollment caps for each concentration
- Develop/analyze metrics for use in making admission recommendations
- Evaluate impact of distance learning designation on online concentrations and their curriculum
College of Health and Human Sciences Strategic Plan 2014-2019

Approved by CHHS Faculty January 8, 2014

College of Health and Human Sciences Vision Statement

To lead a diverse community of learners through inter-professional experiences, and graduate practitioners who provide collaborative, safe, evidence-based patient/client service to the region

College of Health and Human Sciences Mission Statement

The College of Health and Human Sciences creates a dynamic learning environment that promotes inter-professional collaboration, evidence-based practice, scholarship and community engagement. The college focuses its programs on the development of adaptive, culturally responsive and innovative professionals prepared to serve a diverse community.

CHHS Core Values

The faculty, students, staff and administration of the College of Health and Human Sciences accept the following core values:

INTEGRITY and honesty in our work and relationships

COLLABORATION with, advocate for and empowerment of patient/client systems

EXCELLENCE in teaching, scholarship, and service

RESPECT for diversity of people and ideas, human rights and social justice

ENGAGEMENT and outreach to meet the needs of our students, alumni and the local/global community

Compassion as demonstrated by social responsibility, respect, empathy and caring

Leadership as demonstrated by professionalism, trust, vision and courage

- Strategic Direction #1 – Fulfill the Educational Needs of State and Region
- Strategic Direction #2 – Enrich the Total Student Experience
- Strategic Direction #3 – Enhance Our External Partnerships
- Strategic Direction #4 – Invest in Our People
- Strategic Direction #5 – Invest in Our Core Resources
- Strategic Direction #6 – Garner Support for Our Vision
Strategic Direction #1 – Fulfill the Educational Needs of State and Region

Goal 1.1: Provide high-quality learning experiences for students through excellent teaching, valuable service learning opportunities, and participation in scholarly pursuits to address the needs of the communities we serve.

- **Initiative 1.1.1:** Develop innovative strategies for undergraduate programs to address the needs of increasing numbers of students from Early College, 2+2 programs, and transfers.
- **Initiative 1.1.2:** Create a culture of partnerships, collaborations, and outreach with other academic institutions (technical, two-year, and four-year colleges (both inside and outside NC), the military and the community.
- **Initiative 1.1.3:** Provide leadership in the development of innovative educational models in support of educating future health care providers.*
- **Initiative 1.1.4:** Expand public and preventive health and health policy programs in our communities.
- **Initiative 1.1.5:** Utilize educational best practices to foster programs of excellence within the CHHS.

Goal 1.2: Support program innovation, sustainability and growth.

- **Initiative 1.2.1:** Strategically add and/or expand existing programs in response to the growing health care needs of the region, while allocating the resources needed to support these programs.
- **Initiative 1.2.2:** Assess the current organizational structure in the CHHS and revise to maximize efficiency and effectiveness.
- **Initiative 1.2.3:** Organize and implement a comprehensive recruitment strategy focusing on attracting a diverse, highly qualified student body.

Goal 1.3: Establish a plan for the College to expand scholarship and clinical/service opportunities in support of the educational mission and the communities we serve.

- **Initiative 1.3.1:** Assess the resources necessary to support the growth and development of clinical partnerships and opportunities for faculty practice.
- **Initiative 1.3.2:** Determine the resources necessary to enhance the growth and development of scholarship opportunities for faculty.
- **Initiative 1.3.3:** Align existing and create new infrastructure to support successful faculty and student scholarship.

*The term health care in this document refers to programs and professions within the College of Health and Human Sciences.*
Strategic Direction #2 – Enrich the Total Student Experience

Goal 2.1: To provide a learning environment that promotes inter-professionalism, creativity, lifelong learning, leadership, and the ability to shape the future of health care.

- Initiative 2.1.1: Create inter-professional programs and courses for students that emphasize critical thinking and creative problem-solving, including forums to address topical health care issues and experiences that emphasize practice innovation, and innovative care technologies.
- Initiative 2.1.2: Work with our health-partners within the region to develop team-based, inter-professional clinical placements.
- Initiative 2.1.3: Establish an annual Inter-Professional Education (IPE) conference for the institution and educational and healthcare communities.

Goal 2.2: Increase recruitment and retention of diverse students and faculty.

- Initiative 2.2.1: Develop and implement a robust and sustainable student recruitment campaign to increase the diversity within the CHHS.
- Initiative 2.2.2: Develop and implement a robust and sustainable plan to recruit and retain diverse faculty within the CHHS.
- Initiative 2.2.3: Collaborate with the WCU Council on Diversity (COD) to establish an atmosphere within the CHHS that focuses on and embraces diversity.
- Initiative 2.2.4: Creatively and consistently market a message of exceptional student experiences and outcomes to all stakeholders.

Goal 2.3: Offer innovative and relevant value added opportunities for students.

- Initiative 2.3.1: Continue to expand educational programs infused with mobile, web-based, and other innovative technologies that enhance learning.
- Initiative 2.3.2: Assess the feasibility and develop market-supported opportunities for dual degree and certificate programs to meet the changing healthcare workforce.
- Initiative 2.3.3: Provide value-added knowledge and skills consistent with evolving trends in health care delivery.
- Initiative 2.3.4: Maintain and expand opportunities for student engagement in international educational experiences.

Strategic Direction #3 – Enhance Our External Partnerships

Goal 3.1: Support/foster relationships with community partners.

- Initiative 3.1.1: Increase involvement of College faculty in leadership roles on external advisory boards at the regional and national level.
• **Initiative 3.1.2:** Establish a College level Advisory Committee, to meet on a regular basis, consisting of students, alumni, community partners, and community college representatives to build meaningful partnerships to meet the healthcare and educational needs of all stakeholders and guide the future growth of the College.

• **Initiative 3.1.3:** Strengthen the College’s relationship with the Eastern Band of Cherokee through increased service projects, grant partnerships clinical placements, and other initiatives.

**Goal 3.2: Coordinate Clinical Partnerships.**

• **Initiative 3.2.1:** Revitalize the Clinical Coordinators group to maximize opportunities for clinical education and share information about requirements of various clinical partners.

• **Initiative 3.2.2:** Work with Legal Affairs to streamline the process for reviewing/revising clinical contracts.

• **Initiative 3.2.3:** Explore centralization of clinical coordinator functions.

• **Initiative 3.2.4:** Create relationships with clinical partners to share and celebrate accomplishments and increase involvement in long-term planning.

• **Initiative 3.2.5:** Develop innovative ways to collaborate with and support our clinical partners across all disciplines.

**Goal 3.3: Participate in the Millennial Initiative Committee as partnerships are selected and implemented to help shape the future of healthcare education in the state and region.**

**Strategic Direction #4 – Invest in Our People**

**Goal 4.1: Invest in the faculty and staff within the College of Health and Human Sciences.**

• **Initiative 4.1.1:** Encourage and support faculty and staff participation in the Leadership Academy

• **Initiative 4.1.2:** Identify and support individual and/or group training opportunities.

• **Initiative 4.1.3:** Invest in the safety of our people (e.g. train on AEDs, safety drills, and safety information related to responding to emergencies). Encourage attendance at or provide training in adaptive technologies.

• **Initiative 4.1.4:** Commit college resources to support faculty scholarly efforts.

• **Initiative 4.1.5:** Invest in ongoing faculty development initiatives.

**Goal 4.2 Deliver excellent education and training through all degree programs.**

• **Initiative 4.2.1:** Recruit, develop, support, and retain outstanding educators.

• **Initiative 4.2.2:** Value, recognize, and reward effective and innovative teaching and learning activities.
• Initiative 4.2.3: Encourage and reward an environment that promotes inter-professional, team-based educational, clinical, research and scholarship experiences.

Goal 4.3: Invest in constituents / patients / clients in relation to human rights, social justice and the dignity and worth of the person.

• Initiative 4.3.1: Provide educational and research opportunities targeting the reduction of health disparities and the promotion of health equity.
• Initiative 4.3.2: Advocate for social and economic structures that reduce negative health states.
• Initiative 4.3.3: Promote interaction in a caring, respectful manner mindful of individual differences and diversity.

**Strategic Direction #5 – Invest in Our Core Resources**

Goal 5.1: Optimally utilize the excellent facilities in the Health and Human Sciences building and in Biltmore Park to support the key activities of the College.

• Initiative 5.1.1: Effectively use classroom technology that enhances student outcomes and is current, stable, and supported to deliver learning at all residential sites.
  o Systematically assess and upgrade technologies including an annual Technology Survey to assess faculty, student and staff needs. Maintain a tracking log of classroom technology issues.
  o Provide ongoing continuing education specific to classroom technology.
• Initiative 5.1.2: Create and maintain a master plan for technology maintenance and upgrades, including funding for all programs.
• Initiative 5.1.3: Seek budget resources to maintain and enhance facilities beyond those resources provided by other divisions (IT, Facilities).
• Initiative 5.1.4: Dedicate resources and training to ensure current and accurate websites for the CHHS with an emphasis on conveying excellent student experiences and outcomes to all stakeholders including potential students, employers, and alumni.
• Initiative 5.1.5: Creatively explore bringing clinical partners into the HHS building to provide needed care to the community while providing educational opportunities for our students and clinical and consulting opportunities for our faculty.

Goal 5.2: Provide a learning environment that promotes healthy learning and lifestyles.

• Initiative 5.2.1: Provide regular avenues for faculty and staff health screenings.
• Initiative 5.2.2: Provide workout space/classes for faculty and staff.
• Initiative 5.2.3: Continue to add art to the building that enhances the space and reflects our region.
• Initiative 5.2.4: Develop and disseminate standards of health excellence (e.g., AED training, non-smoking campus, healthy eating options

Goal 5.3: Provide a safe environment for our students, staff, faculty, and guests.

• Initiative 5.3.1: Review and revise safety policies pertaining to the HHS building and HHS at Biltmore Park
• Initiative 5.3.2: Disseminate safety policies to all HHS stakeholders and create a culture of safety and risk management for all members of our community.

Strategic Direction #6 – Garner Support for Our Vision

Goal 6.1: Examine options for innovative extramural funding opportunities across the college.

• Initiative 6.1.1: Develop short-term and long-term plans to generate clinic revenues.
• Initiative 6.1.2: Determine feasibility through development of business plans to provide continuing education for health related professions.
• Initiative 6.1.3: Assess the potential and determine the resources necessary to increase extramural funded projects.

Goal 6.2: Develop a plan to establish and encourage securing and increasing donors and dollars from Alumni, friends, corporations and foundations.

• Initiative 6.2.1: Determine clear and easily articulated priorities of the CHHS for fundraising purposes.
• Initiative 6.2.2: Identify prospective donors to increase the current pool.
• Initiative 6.2.3: Build long term partnerships with a variety of professional leaders and alumni who share a passion and vision of Western Carolina University’s prominent role in the delivery of innovative, evidence based healthcare in our region.

Goal 6.3: Develop a sustainable, long-term plan for building and growing college fundraising and endowments.

• Initiative 6.3.1: Work closely with the Office for Development to create a roadmap for increasing funding.

DRAFT REVISION Oct 15, 2013
Updated 11/5/13 – jd
Updated 11/13/2013 DRK
Updated 12/9/2013 DRK
Updated 12/11/2013 – jd
Approved CHHS Faculty 1/8/2014
College of Health & Human Sciences

WCU Graduate School & Research

School of Health Sciences

Master of Health Sciences (MHS) Program

Dietetic Internship (DI) Program
Standard 3 Appendix

- WCU Catalog copy of program curriculum
- Curriculum and/or advising check sheets (health education advising matrix example)
- Course syllabi (Core courses, completion courses; syllabi by concentration)
- Frequency of course offerings and mean class size for previous five years
- Number of graduate students during the past five years
- Time to degree data for program graduates for previous five years
- Course sequence
- Student transcripts – (available for review team upon request)
- Program’s most recent assessment plan
- Program’s annual assessment reports for the last 5 years
- Matrix of curriculum and program learning outcomes
- Student work – (samples available to review team upon request)
# Master of Health Sciences

**Health Education Concentration**

## Degree checklist for

### CORE Courses

<table>
<thead>
<tr>
<th>Recommended Schedule</th>
<th>Semester Completed</th>
<th>Core Courses: (9 semester hours)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>3 courses required</td>
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<tr>
<td></td>
<td></td>
<td>o MHS 510 – Systems and Policy in Health Care</td>
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<td></td>
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<td>o MHS 670 – Biostatistics</td>
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<td>o MHS 675 – Research Methodology in the Health Sciences</td>
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### CONCENTRATION Courses

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<th>Recommended Schedule</th>
<th>Semester Completed</th>
<th>Specialization Courses: (15 semester hours)</th>
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<tr>
<td></td>
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<td>5 courses required from this list</td>
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<tr>
<td></td>
<td></td>
<td>o MHS 530 – Theoretical Foundations of Public Health</td>
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<td></td>
<td></td>
<td>o MHS 532 – Principles of Clinical Education</td>
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<td>o MHS 534 – Health Promotion and Education</td>
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<td>o MHS 536 – Educational Technology in Health Sciences</td>
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<td>o MHS 538 – Program Planning &amp; Evaluation</td>
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<td></td>
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<td>o MHS 540 – Health Communication</td>
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<td>o MHS 687 – Internship in Health Sciences</td>
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<td></td>
<td></td>
<td>o MHS 696 – Research Seminar</td>
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<tr>
<td></td>
<td></td>
<td>o ENVH 570 – Principles of Epidemiology</td>
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### ELECTIVE Options (suggested choices below; all other MHS program concentration courses are eligible for elective credit)

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<td></td>
<td>o MHS 660 – Health Care Marketing</td>
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<td></td>
<td></td>
<td>o ND 633 – Public Health Nutrition</td>
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<td></td>
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<td>o 1 other advisor approved</td>
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*For students admitted fall 2011 or later; students admitted prior to fall 2011 must complete 9 semester hours of electives

### COMPLETION Option

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<th>Recommended Schedule</th>
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<tr>
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<td></td>
<td>MHS 698 – Research Project</td>
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<td>• Plus - MHS 779 (1 hr., S/U) if needed to complete research the following semester/s</td>
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<td>MHS 699 – Thesis</td>
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<td></td>
<td>• Plus - MHS 799 (1 hr., S/U) if needed to complete research the following semester/s</td>
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**Academic Advisor:**

(advisor’s signature)  
(dates)

*Updated 10-23-14*
Master of Health Sciences

*Health Management Concentration*

Degree checklist for ________________________________ (student’s name)

**CORE Courses**

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**CONCENTRATION Courses**

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<td>o MHS 665 – Quality Performance</td>
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<td></td>
<td>o MHS 668 – Health Care Informatics</td>
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<td>o MHS 680 – Independent Study in Health Sciences*(advisor approval only)</td>
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<td>o MHS 687 – Internship in Health Sciences</td>
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<td></td>
<td>o MHS 693 – Special Topics in Health Sciences*(not routinely offered)</td>
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<td>o MHS 696 – Research Seminar</td>
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**ELECTIVE Options** (suggested choices below; all MHS program concentration courses are eligible for elective credit)

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**COMPLETION Option**

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|                      |                    | o MHS 698 – Research Project  
*Plus - MHS 779 (1 hr., S/U) if needed to complete research the following semester(s)* |
|                      |                    | o MHS 699 – Thesis  
*Plus - MHS 799 (1 hr., S/U) if needed to complete research the following semester(s)* |

Academic Advisor: ____________________________________________________________

(advisor’s signature) ________________________________________________

(date)

*Effective – August 2012, updated 10/2014*
Master of Health Sciences
Emergency Medical Care Concentration

Degree checklist for ____________________________

(stUDENT NAME)

**CORE COURSES**

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**SPECIALIZATION CONCENTRATION**

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<td>o EMC 520-EMS Education and Training</td>
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<td>o EMC 530- EMS Response to Community and Public Health Disasters</td>
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<td></td>
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<td>o EMC 620- Ethics in Educational Leadership</td>
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<td></td>
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<td>o EMC 640- Quality Improvement in EMS</td>
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<td></td>
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<td>o EMC 645- EMS System Design and Operations</td>
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<td>o EMC 650- EMS System Reimbursement and Finance</td>
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<td>o EMC 663- Quantitative Methods and Decision-Making</td>
</tr>
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<td></td>
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<td>o ENVH 570 – Principles of Epidemiology</td>
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<td></td>
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<td>o MHS 532 – Principles of Clinical Education</td>
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<tr>
<td></td>
<td></td>
<td>o MHS 696 – Research Seminar in Health Sciences</td>
</tr>
</tbody>
</table>

**ELECTIVE Options** *(suggested choices below; all other MHS program concentration courses are eligible for elective credit)*

<table>
<thead>
<tr>
<th>Recommended Schedule</th>
<th>Semester Completed</th>
<th>Elective Courses: (6 semester hours)*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>3 courses required from this list</td>
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<tr>
<td></td>
<td></td>
<td>o MHS 536 – Health Communications</td>
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<tr>
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<td>o MHS 538 – Program Planning and Evaluation</td>
</tr>
<tr>
<td></td>
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<td>o MHS 660 – Health Care Marketing</td>
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<td></td>
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<td>o 1 other advisor approved</td>
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</tbody>
</table>

*For students admitted fall 2011 or later; students admitted prior to fall 2011 must complete 9 semester hours of electives*

**COMPLETION Option**

<table>
<thead>
<tr>
<th>Recommended Schedule</th>
<th>Semester Completed</th>
<th>Elective Courses: (3 semester hours)</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>1 course/option required</td>
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<td></td>
<td>o MHS 698 – Research Project</td>
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<td></td>
<td></td>
<td>Plus - MHS 779 (1 hr., S/U) if needed to complete research the following semester/s</td>
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<tr>
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<td></td>
<td>o MHS 699 – Thesis</td>
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<tr>
<td></td>
<td></td>
<td>Plus - MHS 799 (1 hr., S/U) if needed to complete research the following semester/s</td>
</tr>
</tbody>
</table>

Academic Advisor ____________________________  (signature) (date)
# Master of Health Sciences - Nutrition Concentration

Degree checklist for ___________ (student’s name)

## CORE COURSES

<table>
<thead>
<tr>
<th>Recommended Schedule</th>
<th>Semester Completed</th>
<th>Core Courses: (9 semester hours) 3 courses required</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>o MHS 510 – Systems and Policy in Health Care</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o MHS 670 – Biostatistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o MHS 675 – Research Methodology in the Health Sciences</td>
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## CONCENTRATION COURSES (SACs requires 18 hrs in graduate nutrition courses in order to teach)

<table>
<thead>
<tr>
<th>Recommended Schedule</th>
<th>Semester Completed</th>
<th>Specialization Courses: (15 semester hours) 5 courses required from this list</th>
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<tbody>
<tr>
<td>(odd spring)</td>
<td></td>
<td>o ND 639 Vitamins and Minerals OR ND 693 – Topics in Nutrition and Food Science</td>
</tr>
<tr>
<td>(odd summer)</td>
<td></td>
<td>o ND 610 – Geriatric Nutrition</td>
</tr>
<tr>
<td>(odd fall)</td>
<td></td>
<td>o ND 635 – Nutrition Education</td>
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<tr>
<td>(even spring)</td>
<td></td>
<td>o ND 637 – Advanced Medical Nutrition Therapy</td>
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<tr>
<td>(even summer)</td>
<td></td>
<td>o ND 633 – Public Health Nutrition</td>
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<tr>
<td>(even fall)</td>
<td></td>
<td>o ND 630 – Nutrition Throughout the Life Cycle</td>
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<tr>
<td>(every fall)</td>
<td></td>
<td>o ND 541 – Nutritional Biochemistry I</td>
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<tr>
<td>(every fall)</td>
<td></td>
<td>o ND 551 – Medical Nutrition Therapy I</td>
</tr>
<tr>
<td>(every spring)</td>
<td></td>
<td>o ND 542 – Nutritional Biochemistry II</td>
</tr>
<tr>
<td>(every spring)</td>
<td></td>
<td>o ND 552 – Medical Nutrition Therapy II</td>
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<tr>
<td></td>
<td></td>
<td>MHS management course (options- TBD)</td>
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<tr>
<td></td>
<td></td>
<td>o MHS 662 – Decision Making and Problem Solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o MHS 665 – Quality Performance in Health Care Organizations</td>
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</table>

Courses for Students Accepted in WCU Dietetic Internship Program

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>o ND 671-672-673 – Orientations to the 3 Practicums (@ 1 credit hr.)</td>
</tr>
<tr>
<td></td>
<td>o ND 680 – Concepts &amp; Methods in Dietetic Practice</td>
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<tr>
<td></td>
<td>o ND 681 – Practicum – Clinical Nutrition</td>
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<tr>
<td></td>
<td>o ND 682 – Practicum – Food Service Administration</td>
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<td></td>
<td>o ND 683 – Practicum – Community Nutrition</td>
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## ELECTIVE OPTIONS

<table>
<thead>
<tr>
<th>Recommended Schedule</th>
<th>Semester Completed</th>
<th>Elective Courses: (6 semester hours) 2 courses required from this list</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>o EMC 620-Ethics in Educational Leadership</td>
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<tr>
<td></td>
<td></td>
<td>o MHS 530 – Theoretical Foundations of Public Health</td>
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<tr>
<td></td>
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<td>o MHS 660 – Health Care Marketing</td>
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<td>o 1 other advisor approved</td>
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## COMPLETION OPTION

<table>
<thead>
<tr>
<th>Recommended Schedule</th>
<th>Semester Completed</th>
<th>Elective Courses: (3 semester hours) 1 course/option required</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>o MHS 698 – Research Project</td>
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<td>Plus - MHS 779 (1 hr., S/U) if needed to complete research the following semester/s</td>
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<td>o MHS 699 – Thesis</td>
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<td>Plus - MHS 799 (1 hr., S/U) if needed to complete research the following semester/s</td>
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Academic Advisor:  
(advisor’s signature)  
(date)

*Updated 10-23-14*
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<td>S. Baker</td>
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<td>K. Bryson</td>
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<td></td>
<td>O. Childers</td>
<td></td>
<td>X – 53-CRN: 11549 (Dr. Paul Dezendorf)</td>
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<td>S. Digh</td>
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<td>J. Killough*</td>
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<td>X – 51-CRN: 11314 (Dr. Elizabeth Tait)</td>
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<td>V. Mason</td>
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<td>C. Rominiyi</td>
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<td>X – 52-CRN: 11548 (Dr. Brian Raming)</td>
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<td></td>
<td>J. Sherman</td>
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*Health Management concentration
Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences Program

MHS 510 – Systems and Policy in Health Care

Contact Information:
Dr. Brian Raming
bwraming@email.wcu.edu
Cell Phone: (910) 220-2406 (Please call between 9a – 8p)
Office Phone: (828) 227-3510 (currently telecommuting so please use cell # above)

Virtual Office Hours: I use SKYPE as a virtual office for student communications. As this is a summer course (and we are not in the office during summer), all you need to do is send me an email requesting an appointment.

Skype screen name: brianraming

You are welcome to meet with me via Skype, by phone, or through email communications. We can also meet during the summer if you are close to Charlotte or Greensboro area (center of state – this is my residential area).

COURSE DESCRIPTION
This course will provide the student with a fundamental understanding of medical and health services delivery organizations, providers, recipients, financing, and national policy perspectives.

TEXT BOOK
No text book is required for this class. Readings will source from articles provided.

There is a lot of material to cover in this dynamic topic. By the end of our 10 weeks you will have read/viewed/summarized/synthesized many articles/elements. You will also present a policy topic of your own interest (passion!) via a PowerPoint project.

The instructor reserves the right to change the syllabus
Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Article “Summary &amp; Synthesis” (10)</td>
<td>40%</td>
</tr>
<tr>
<td>Weekly “Comment/Critique” (10)</td>
<td>20%</td>
</tr>
<tr>
<td>“Find 2 Articles “Summary &amp; Synthesis” (4)</td>
<td>20%</td>
</tr>
<tr>
<td>“Find 2 Articles “Comment/Critique” (4)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Late Assignments:** Work submitted late will have a letter grade, 7% of the total assignment, deducted from the total possible, regardless of the reason.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
</tr>
<tr>
<td>B</td>
<td>83–92</td>
</tr>
<tr>
<td>C</td>
<td>73–82</td>
</tr>
<tr>
<td>F</td>
<td>&lt;73</td>
</tr>
</tbody>
</table>

**CLASS MEETINGS:**

**Learning Environment:** All class activities will take place online. You will be given weekly articles to read and your attendance will be monitored from your “Summaries & Synthesis” assignments and the comments to other learners.

**Summaries & Synthesis**

“Summaries & Synthesis” are weekly reviews (due each Sunday by midnight) of the readings/elements. You will choose three (3) articles from the weekly selection to summarize and synthesize. This is one assignment. This assignment should be in MS WORD, 1-inch margins, put your name and week # at the top of each page (the header function is handy). Submit these to the “Discussion Room” as these will be used by others to meet the “Critique/Comment to Other Learner” assignment.

The four “Find 2 Articles” will use the same grading criteria as the weekly “Summaries & Synthesis” and “Critique/Comment to other Learner”. The only difference is that you are finding your own articles on the topic given.

**SUMMARY**

The instructor reserves the right to change the syllabus.
There will be several readings or videos to choose from. Pick three (3) and summarize each one individually

1) Put a header at the top of each page with:
   (i) Your name
   (ii) The date
   (iii) The assignment number (e.g., week 2 Summary & Synthesis)

2) List the title of the article you are summarizing

3) Reflect/report on the content - its usefulness of the reading in the context of health care today and in our near-term future, where near-term is defined as any time through roughly the year 2025, but with special regard to period through 2020.

4) Limit your summary to between 150 and 250 words for each article reviewed (less than the length of this paragraph). These summary critiques will be evaluated as "informal" writing; they will be read primarily for content. Put your effort into developing brief but comprehensive summaries (i.e., a sentence or two).

5) Single-spaced.

6) Think, what would Joe Friday say ("Dragnet") and report, "Just the facts." You can give your opinion in the Synthesis.

SYNTHESIZE

Then, for All THREE readings the readings you have summarized, write a Synthesis

Merriam-Webster: syn•the•size/ˈsinθiˌsiz/Verb: Combine (a number of things) into a coherent whole.

- Weave into whole cloth what you’ve read and summarized.
- Do NOT simply restate your summary – each paragraph should weave elements of each reading into it, not just report on one reading per paragraph. The topic sentence for these paragraphs would be theme related, not article related.
- Identify similarities and differences among the week’s elements you’ve chosen to summarize.
- Identify ways that the ideas in the readings may combine to suggest ways of approaching a challenge of health policy that none of the individual readings addresses adequately by itself.
- You should also feel comfortable to conclude your synthesis with your own thoughts about the issues and ideas discussed in the week’s readings, particularly if you can suggest innovative solutions to the policy problems under discussion, or ways to enhance the theories presented in the readings.
- The purpose of this paper is for you to develop and present your ideas, not merely to repeat what the readings say.
- For this assignment, you can simply refer to authors by their last names in your text, rather than using formal citations.
- The synthesis paper may not exceed one double-spaced page (1-inch margins on both sides, and top and bottom; double spaced; Times New Roman size 12 font with normal character spacing).
- Given this brevity, you should allow time to write at greater length, then edit to the

The instructor reserves the right to change the syllabus
required maximum, so that your writing is dense with meaning, and generally a polished piece of formal writing that presents your ideas clearly.

**Critique/Comment on Other Learners**
Each week (due each Sunday by midnight), you must provide a critique/comment on TWO peer submissions of “Summarize & Synthesis”. These should be submitted as a word document in the corresponding week’s Discussion Room folder entitled “Critique/Comments – Week {x}”

Please do a single posting and label it “Critique/Comments to (insert the two names of the original authors) – For example “Critique/Comments to Raming and Morse”. Submissions should have:

1. The name of the individual you are commenting/critiquing.
2. Label “Synthesis” or “Summary – {article name}” corresponding to what you are critiquing or commenting on at the beginning of your thoughts.
3. Provide your critique/comments.
4. Be sure to parenthetically and bibliographically cite any resources you used to formulate your critique/comments.

** If attaching a .doc file containing your submission, at the top of the page please be sure to give your name and week # for the comments.

These “Critique/Comment” postings must:
- Provide feedback to the learner.
- Show critical thinking and application of information.
- Be supported by either use of a resource/article or personal experience (resources should be cited both parenthetically and bibliographically.
- Must show scholarly thought.
- Be a minimum of 100 words.

These “Critique/Comment” postings should not:
- State simply (or in essence say) “I agree”, “I disagree”, or “I like/dislike how you stated (x)” without providing scholarly thought/reasoning or support from an article or other resource.
- Be insulting or disrespectful to the opinions/ideas shared by the student providing their opinions/ideas.
- Be written without regard for English and grammar.

**Rubrics:**
Rubrics are available on Blackboard for the following assignments.
- “Summaries & Synthesis” (listed as “Summaries & Synthesis Rubric”
- “Critique/Comment to Other Learner” (listed as “Critique/Comment Rubric”

**Tip:** I use the rubrics to grade your work. You need to use the rubrics to create your work in order to earn the grade you want to earn. Rubrics are like a check list to an “A”.

**Black Board (Bb) –**

The instructor reserves the right to change the syllabus
All assignments are to be submitted thru Bb. If Bb gives you any problems during the class, call or email the help desk, *not me*. If this problem is going to make your assignment late, cc me in on the note so I know what’s going on.

**BlackBoard and other Computer Help:**
- **Call** the IT Help Desk at 227-7487 or toll free at 866-928-7487 or
- **E-mail**: ithelp@wcu.edu or
- **Online Help Desk/Self-Service Log-In**: http://ithelp.wcu.edu/
  - username – wcu\Catamount account username
  - password – your PIN or password

**Communication with Students**
I’ll be communicating thru catamount email.

You may communicate via email or Skype. Please allow 24-36 hours for me to respond to your email. It should not take more than 12 hours but occasionally I am unable to meet the 12 hour norm.

**COURSE OBJECTIVES**
- Understand how health care is delivered currently in the United States, focusing on various stakeholders and how they fit into the overall healthcare delivery system.
- Examine the various settings in which health care is provided and differentiate between these settings.
- Recognize the diverse roles for health care professionals and support personnel in the current health care systems and explain the changes in role functions that are occurring as part of efforts to reform the health care system.
- Discuss the major regulatory bodies that govern health care in the United States and the roles of each.
- Understand the impact of various influences on the delivery of health care including technology, managed care, financing, government regulations and policy.
- Explain the ways in which business and industry influence health care delivery in the United States.
- Recognize emerging trends in health care and U.S. society and study their potential impact on the current system.
- Identify the characteristics and profile of a high-performance health services organization.

**Assignment Expectations**: All written work should reflect graduate level use of appropriate grammar and spelling.
- Use your software checks to proof all written work *before* it is submitted.
- Work submitted with excessive grammar and/or spelling errors will be returned for revision and have 2 points deducted from the total possible.
- APA 6th Edition format is requested; other formats based on discipline of research are acceptable.
- Microsoft Word (.doc or .docx) or Rich Text Format (.rtf) is required.

The instructor reserves the right to change the syllabus
• Font/Size required – Times Roman 12 pt
• 1-inch margins (all sides) unless using another format provided by the instructor (E.g. table format for critiques)
• All work submitted must have your name and the course number and assignment title. Work submitted without proper labeling will be returned for revision and late points deducted if appropriate.

Graduate School Grading Policy:
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

Academic Conduct:
Review the current Academic Conduct Policy of the Western Carolina University Graduate School using the following link:
http://catalog.wcu.edu/content.php?catoid=16&navoid=249#AcHonesty

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the Graduate School.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu You may also visit the office’s website: disability.wcu.edu

Library - Good numbers / emails / web pages to know:
Ann Hallyburton is your Library subject liaison
Phone: 828/227.7465
Email: ahallyb@wcu.edu

http://researchguides.wcu.edu/healthcare is the web site to visit to find articles.

Plagiarism

There are multiple resources for help with plagiarism issues on campus, including the Department of Student and Community Ethics (http://www.wcu.edu/8049.asp) and the Writing and Learning Commons (http://www.wcu.edu/11861.asp). The plagiarism self-test is especially popular (http://www.wcu.edu/11869.asp).

The instructor reserves the right to change the syllabus
Also, there is a plagiarism tool that is directly embedded into Blackboard. Called SafeAssign, this tool works similarly to Turnitin.com (which the University no longer supports). To learn how to use SafeAssign, log into Blackboard, click the Instructor Resources tab (to the left) click on Assignments (left hand tool bar) and you should see the instructions.

The Writing Center (WalC) offers help:

1) SmartThinking is an online tutoring program provided by Educational Outreach, allows students to submit their writing for asynchronous feedback or to schedule synchronous web chats with highly trained, online writing tutors. Note: newly enrolled students will not be able to access the program until after drop/add. If you have problems accessing this tool, let me know and I’ll contact Dr. Regis Gilman (rgilman@wcu.edu).
2) Citation help can be found here: documentation.
3) Other online writing and research resources are available to all students.
4) WalC’s understands the special writing challenges faced by graduate students. Be on the lookout for content about transitioning to graduate-level research, writing scholarly theses, and more.

Career Center

Career planning and job searching help is available at: http://www.wcu.edu/6661.asp
If you are graduating this year and need assistance with job search documents, a career search or major career decision making, the Career Services Office is here to assist you. All of our services are available to you as a student and as an alumni, most at no cost.
1. JobCat - Where we post full time jobs and internships for students and alumni
2. Peer Career Mentor Schedule
3. Resume and cover-letter critiquing.
4. Career counseling and career decision making
5. Career events and career fairs
6. Practice with interviewing techniques
7. FOCUS-2 is an online, interactive system that combines self-assessment, major and career exploration, and career decision making.
8. The Non-Work Study Student Employment Office can help you find a part-time job.

Internship and Co-op Assistance...
Let Career Services assist you in finding an internship/co-op. Many companies will be interviewing on campus for internships or you may know of an organization with whom you wish to work. Check out our Events Calendar or stop by our office 2nd floor Killian Annex for more details.

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### READING/VIEWING LIST

**Week 1**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aug 18</strong> to <strong>Aug 24</strong></td>
<td>“Western Health Systems” for Comparison to Our Discussion on Ours</td>
</tr>
</tbody>
</table>


**Week 2**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aug 25</strong> to <strong>Aug 31</strong></td>
<td>United States Health Care Reform</td>
</tr>
</tbody>
</table>

1. First: do the Quiz: [http://healthreform.kff.org/Quizzes/Health-Reform-Quiz.aspx](http://healthreform.kff.org/Quizzes/Health-Reform-Quiz.aspx) (10 mins). Write your score down so that you remember it. You will need this later in the course. “As with other sweeping pieces of legislation, it can be hard to get the real facts about what it does. And it is all too easy for misinformation about the law to spread. Take our short, 10-question quiz to test your knowledge of the law, and then find out how you compare to the rest of the country, as represented by the findings of the Kaiser Family Foundation’s monthly Health Tracking Poll (March, 2011).”

2. Watch: Kaiser, “Health Reform Hits Main Street” (10 min) [http://healthreform.kff.org/the-animation.aspx](http://healthreform.kff.org/the-animation.aspx) “Confused about how the new health reform law really works? This short, animated movie -- featuring the "YouToons" -- explains the problems with the current health care system, the changes that are happening now, and the big changes coming in 2014.”

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   Available on Blackboard in folder “Bitter Pill Article”


5. Healthcare.gov, “Key Features of the Affordable Care Act By Year”(15mins)
   http://www.hhs.gov/healthcare/facts/timeline/timeline-text.html

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Health Insurance Basics and the Private Insurance Market</th>
</tr>
</thead>
</table>
   http://kaiserfamilyfoundation.files.wordpress.com/2013/01/7766.pdf |
|       | 2. Hate Obomma – Love ObamaCare Bb |
|       | 5. Implementing New Private Health Insurance Market Rules
   http://kaiserfamilyfoundation.files.wordpress.com/2013/02/8399.pdf |

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Find Two Articles on Health Care Reform</th>
</tr>
</thead>
</table>
| Sept 8 to Sept 14 | Using the same assignment formats from previous weeks, find two (2) articles that you feel are interesting on Health Care Reform.
   • Give a brief summary of each article with an APA citation for each (and link if possible)
   • Synthesize a theme, discussion, comparison/contrast of the articles to each other |

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### Medicare Overview

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Medicare Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 15 to Sept 21</td>
<td></td>
</tr>
<tr>
<td>3. Medicare – a Primer <a href="http://kaiserfamilyfoundation.files.wordpress.com/2013/01/7615-03.pdf">http://kaiserfamilyfoundation.files.wordpress.com/2013/01/7615-03.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>

### Medicare (Part 2)

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Medicare (Part 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 22 to Sept 28</td>
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</table>

### Medicaid and Coverage Expansion

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Medicaid and Coverage Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Medicaid Expansion Under the Affordable Care Act</td>
<td></td>
</tr>
</tbody>
</table>

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5. How is the ACA Impacting Medicaid Enrollment? http://kaiserfamilyfoundation.files.wordpress.com/2014/05/8584-how-is-the-aca-impacting-medicaid-enrollment2.pdf


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**Find Two Articles on Medicare/Medicaid**

Oct 6 to Oct 12

Using the same assignment formats from previous weeks, find two (2) articles that you feel are interesting on the current state of Medicare/Medicaid.

- Give a brief summary of each article with an APA citation for each (and link if possible)
- Synthesize a theme, discussion, comparison/contrast of the articles to each other

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**Fall Break**

October 13th – October 19th

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**Quality of Care**


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Week 10

<table>
<thead>
<tr>
<th>Long Term Care</th>
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<tbody>
<tr>
<td>2. LongTermCare Find your path forward – read thru all the options offered on the left panel <a href="http://longtermcare.gov/the-basics/">http://longtermcare.gov/the-basics/</a></td>
</tr>
<tr>
<td>3. Primer on long-term care insurance – Newsday, 2014 in Bb</td>
</tr>
</tbody>
</table>
http://content.healthaffairs.org/content/20/6/114.full.pdf |

The instructor reserves the right to change the syllabus
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Find Two Articles on Quality of Care or Long Term Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 3</td>
<td>Using the same assignment formats from previous weeks, find two (2) articles that you feel are interesting on either quality of health care or long term care (select 2 from same topic so that you can make a connection between articles).</td>
</tr>
<tr>
<td>to</td>
<td>• Give a brief summary of each article with an APA citation for each (and link if possible)</td>
</tr>
<tr>
<td>Nov 9</td>
<td>• Synthesize a theme, discussion, comparison/contrast of the articles to each other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Congress and Health Care Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 10</td>
<td>1. The Independent Payment Advisory Board: A New Approach to Controlling Medicare Spending <a href="http://www.kff.org/medicare/upload/8150.pdf">link</a></td>
</tr>
<tr>
<td></td>
<td>4. The Public’s Policy Agenda for the 113th Congress: Briefing and Panel Discussion—video (1:37) <a href="http://kff.org/health-reform/event/the-publics-policy-agenda-for-the-113th-congress/">link</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>The Role of the States in Health Care Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 17</td>
<td>1. Implementing the Affordable Care Act in North Carolina: The Rubber Hits the Road – Bb</td>
</tr>
</tbody>
</table>

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5. Weil, A. (2010) “Role of States in Health Policy.” http://kff.org/interactive/role-of-states-in-health-policy-tutorial/ (never fear that it says it’s been archived... the podcast it there, and while the speaker is not terribly exciting, Alen does a good job in explaining the role of states in Health Care Policy.

Thanksgiving Break
November 24th – November 30th

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Find Two Articles on a Single Health Care Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 1 to Dec 7</td>
<td>Using the same assignment formats from previous weeks, find two (2) articles that you feel are interesting on any topic relating to health care policy.</td>
</tr>
<tr>
<td></td>
<td>• Give a brief summary of each article with an APA citation for each (and link if possible)</td>
</tr>
<tr>
<td></td>
<td>• Synthesize a theme, discussion, comparison/contrast of the articles to each other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Final Exam Week – NOTE DUE DATE IS FRIDAY, DEC 12th.</th>
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<tbody>
<tr>
<td>Dec 8 to Dec 12</td>
<td>Complete the Final Exam found on Blackboard</td>
</tr>
</tbody>
</table>

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Western Carolina University  
College of Health and Human Sciences  
School of Health Sciences  

MHS 670: Biostatistics for Health Sciences/ Fall 2014

Instructor:  Elizabeth Tait  
Office Location:  HHS 442  
Email:  emtait@wcu.edu  
Office Phone:  (828) 227-2657  
Cell Phone:  (828)775-9095  
Office Hours:  Monday and Thursday 10 to 12 and by appointment

Course Description
MHS 670 - Biostatistics for Health Sciences: Introduction to statistical methods used in public health and medical sciences research; focusing application of methods to design and interpret experimental and comparative data.

Course Overview
This course is an introduction to statistical methods used in public health, nursing, and medical sciences. It is not a mathematics course and such will not stress derivations of formulae. Instead the course will emphasize the application of statistical ideas and methods to the design and interpretation of experimental and comparative data frequently encountered in the health sciences. The student will be able to assess a situation involving data analysis, state the nature of the research question and the null and alternative hypotheses proposed, decide on the correct statistical procedure to test the null hypothesis and the assumptions of the test used, calculate the statistic, assess its statistical significance, and interpret the data in light of the calculated result. Topics include descriptive statistics, performance characteristics of diagnostic tests, estimation, hypothesis testing, p-values, confidence intervals, correlation, linear regression, logistic regression, survival analysis, sample size and power analysis. Course participants will also develop skills in the use of the statistical package SPSS. Although no prerequisite work in statistics is required, it is assumed that the student has completed an introductory course in research methods and is familiar with the concepts of research design.

Course Objectives
1. Understand and give examples of different types of data arising in studies in the health sciences.  
2. Calculate summary statistics.  
3. Calculate common probability distributions and apply those calculations to solve problems based on studies in the health sciences.  
4. Calculate the distribution of sample means about the mean and apply those calculations to solve problems based on studies in the health sciences.  
5. Calculate and interpret confidence intervals for population means and proportions.  
6. Evaluate the assumptions for statistical inference.  
7. Apply appropriate statistic tests to analyze data sets.  
8. Interpret and explain a p-value.  
9. Compare two means (from paired and unpaired data) using both parametric and non-parametric methods and use those methods to test hypotheses.  
10. Analyze categorical data to test both goodness-of-fit and contingency hypotheses.  
11. Compare more than two means using analysis of variance methods.  
12. Calculate least-squares regression lines and apply those calculations to solve problems based on studies in the health sciences.  
13. Use logistic regression techniques for multivariate modeling of binary data in the health sciences.
14. Calculate and interpret an odds ratio.
15. Understand why survival (timed to event) data requires its own type of analysis.
16. Construct a Kaplan-Meier estimate of the survival function that describes the "survival experience" of a cohort of subjects.
17. Demonstrate competence in utilizing on statistical software package.
18. Communicate statistical results using appropriate graphics, tables, and charts.

**Texts**

**Software Package**
Statistical Package for the Social Sciences (SPSS) Statistics 22 Standard GradPack. NOTE: Be sure to order the "standard" package and not the "base" package. Although the 6 month version will suffice for this course, you may want to consider the 12 month version if you are working on your thesis or dissertation. The software can be purchased and downloaded at [http://www.onthehub.com/spss/](http://www.onthehub.com/spss/).

**Review Sessions**
Online review sessions are schedule just prior to the midterm and final exams, as well as one earlier in the course to ensure everyone is comfortable with the concept of hypothesis testing. These sessions will be through GO TO MEETING and will give you an opportunity to ask questions as a group as well as receive the benefit of the answers to questions asked by your classmates. Although optional, students are encouraged to participate in the review sessions.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%-100%</td>
<td>A</td>
</tr>
<tr>
<td>80%-89%</td>
<td>B</td>
</tr>
<tr>
<td>70%-79%</td>
<td>C</td>
</tr>
<tr>
<td>&lt;70%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Attendance/Participation**
This is a graduate-level course conducted at a pace consistent with graduate-level work. Keeping pace with the course content is essential. Due to the online nature of the course, there is no possibility of making up missed course content. Students should make every effort to contact the instructor should he/she experience illness or a family emergency.

You should be aware that the material in the course is truly cumulative. Concepts and methods presented in the first lecture are necessary to understand the material presented in subsequent lectures. Thus, it is very important to keep up by completing the problem-based assignments. Reading the material alone will not be enough to allow you to move forward as new material is presented. In this course, understanding is achieved through completing the quizzes and problem-based assignments. Experience has demonstrated that a failure to complete...
these assignments minimizes your grasp of statistical concepts, results in poor performance on exams, and leads to increased difficulty with subsequent material. Failure to gain an understanding of statistical analysis will ultimately place you at a disadvantage in completing your thesis/dissertation.

Submission of Assignments
Assignments are to be submitted no later than the due date indicated. Students expect timely feedback on their assignments, therefore I’m obligated to post the answers right after the assignment closes. Therefore, it isn’t possible to submit any assignment or quiz after the due date. Quizzes will not be reopened under any circumstances.

Academic Conduct
The following is WCU’s Academic Honesty Policy as delineated in the Student Handbook:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. Fabrication—Intentional falsification of information or citation in an academic exercise.

c. Plagiarism—intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. Facilitation of Academic Dishonesty—intentionally or knowingly helping or attempting to help someone else commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the University.

Classroom Environment
The instructor has the expectation that all students will show mutual respect and tolerance to one another. At no time will any member of the class display any behaviors that intimidate, humiliate or cause embarrassment to another class member. We are here to teach, share and learn with one another. Feel free to ask questions, make mistakes and enjoy our time together.

Office of Disability Services
Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

Student Support Services
Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

Writing and Learning Commons (WaLC)

Electronic format (with hyperlinks):
The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

Print format:
The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (http://walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

Math Tutoring Center (usually included in Math department lower division courses)

The Mathematics Tutoring Center (455 Stillwell, http://mathlab.wcu.edu, 227-3830) provides tutoring in all lower-division math and many CS courses, help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9-5 and 6-9 pm Monday-Thursday, and 9-5 on Friday or by appointment.

Academic Calendar includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrar-office/academic-calendar.asp.

Go 2 Meeting - collaboration tool link

https://wcu.blackboard.com/bbcswebdav/institution/public/GoToMeeting.html

Group members will collaborate on the Assessments (1-10) only. There is no collaboration on the weekly quizzes or the mid-term or the final.

How to turn in? One student in the group hands in the group assignment - I'll grade the assignment and make sure all members get the same grade for the assignment.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Due 7AM</th>
<th>Lecture</th>
<th>Reading Assignment</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1    | 18-Aug to 24-Aug | 25-Aug  | 1. Course Introduction: Why is research important? (23 min) Stream MP3 iPod Video Slides  
2. Evidence Based Medicine (34 min) Stream MP3 iPod Video Slides  
3. Variables (44 min) Stream MP3 iPod Video Slides  
4. Research hypotheses (24 min) Stream MP3 iPod Video Slides | 5. Evidence-based Medicine Primer  
6. AHA Levels of Evidence  
7. How to Critique a Research Article  
8. Dancey, Reidy, Rowe: Ch. 1 and pp 21-44  
9. Scales of Measurement  
10. Null Hypothesis | 11. Discussion Board Introductions  
12. Weekly Quiz #1 (complete quiz within Bb  
13. Load and experiment with SPSS software on your computer. |
| 2    | 25-Aug to 31-Aug | 1-Sep   | 1. Data preparation and analysis (41 min) Stream MP3 iPod Video Slides  
2. Descriptive statistics I. (central tendency, frequency distribution, sensitivity, specificity, positive and negative predictive value, ROC curve, NNT) (65 min) Stream MP3 iPod Video Slides  
3. Descriptive statistics II. (measures of dispersion) (22 min) Stream MP3 iPod Video Slides | 1. Sample Code Book  
2. Dancey, Reidy, Rowe: Ch. 3  
3. NNT and NNH  
4. Standard Deviation | Weekly Quiz #2 (complete quiz within Bb  
Assignment #1: Descriptives. (Submit to instructor via dropbox within Bb |
<p>| 3    | 01-Sep to 07-Sep | 8-Sep   | 1. Hypothesis Testing I. (Inferential statistics, levels of measurement, hypothesis testing) (28 min) Stream MP3 iPod Video Slides | Dancey, Reidy, Rowe: Ch. 4 | Weekly Quiz #3 (complete quiz within Bb |</p>
<table>
<thead>
<tr>
<th></th>
<th>Date Range</th>
<th>Date</th>
<th>2. Hypothesis Testing II. (SEM, P values, Type I and Type II errors) (37 min) Stream MP3 iPod Video Slides</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>08-Sep to 14-Sep</td>
<td>15-Sep</td>
<td>1. Hypothesis Testing III. (Hypothesis Testing Using SPSS) (50 min) Stream MP3 iPod Video Slides</td>
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<tr>
<td></td>
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<td></td>
<td>2. Hypothesis Testing IV. (Testing for Normality with SPSS) (12 min) Stream MP3 iPod Video Slides</td>
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<td></td>
<td>Weekly Quiz #4 (complete quiz within Bb)</td>
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<td></td>
<td>Assignment #2: normality. (Submit to instructor via dropbox within Bb)</td>
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<tr>
<td>5</td>
<td>15-Sep to 21-Sep</td>
<td>22-Sep</td>
<td>1. Methods of Sampling</td>
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<td>2. Introduction to Sample Size</td>
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<td></td>
<td>3. Primer on Sample Size and Power Analysis</td>
</tr>
<tr>
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<td></td>
<td>Weekly Quiz #5 (complete quiz within Bb)</td>
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<tr>
<td></td>
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<td></td>
<td>Download Power and Precision Software. NOTE: This software is a free trial version and will only run on a PC Windows machine and is good for only 10 days. Do not download until you are ready to work on the assignment. Link and instructions are provided in the assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment #3: sample size. (Submit to instructor via dropbox within Bb)</td>
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<tr>
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<td></td>
<td></td>
<td><strong>Unit 3: Inferential Statistics</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Comparing Two or More Groups of Normally-Distributed Data (parametric tests)</strong></td>
</tr>
<tr>
<td>6</td>
<td>22-Sep to 28-Sep</td>
<td>29-Sep</td>
<td>1. Using SPSS: The Paired t Test (11 min) Stream MP3 iPod Video Slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Overview of the t-test Dancey, Reidy, Rowe: pp 207-229</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly Quiz #6 (complete quiz within Bb)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment #4: paired t test, unpaired t test, ANOVA. (Submit to instructor via dropbox within)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3. Overview of ANOVA Dancey, Reidy, Rowe:</td>
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<td></td>
<td></td>
<td></td>
<td>4. Dancey, Reidy, Rowe:</td>
</tr>
</tbody>
</table>
### Unit 4. Inferential Statistics
Comparing Two or More Groups of Non-Normally-Distributed Data (non-parametric tests)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Material</th>
<th>Instructor References</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>29-Sep to 05-Oct</td>
<td>Using SPSS: Chi Square (25 min)</td>
<td>Stream, MP3, iPod Video, Slides</td>
<td>Dancey, Reidy, Rowe: Ch. 9</td>
</tr>
</tbody>
</table>
<pre><code>| 6-Oct      |                                                        |          | Weekly Quiz #7 (complete quiz within Bb) |
</code></pre>
<p>|      |             |                                                        |          | Assignment #5: Chi Square. (Submit to instructor via dropbox within Bb) |
| 8    | 06-Oct to 12-Oct | 1. Using SPSS: Mann-Whitney (8 min)                                 | Stream, MP3, iPod Video, Slides | Dancey, Reidy, Rowe: pp 240-241 |
| 13-Oct     | 2. Using SPSS: McNemar (12 min)                                    | Stream, MP3, iPod Video, Slides | Weekly Quiz #8 (complete quiz within Bb) |
|            | 3. Using SPSS: Wilcoxon Signed Ranks Test (13 min)                  | Stream, MP3, iPod Video, Slides | Assignment #6: Mann-Whitney, McNemar, Wilcoxon, ROC. (Submit to instructor via dropbox within Bb) |
|            | 4. Using SPSS: Receiver Operating Characteristic (ROC) Curve (18 min) | Stream, MP3, iPod Video, Slides | |</p>

### Unit 5. Correlation

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Material</th>
<th>Instructor References</th>
</tr>
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<tbody>
<tr>
<td>9</td>
<td>10/13 – 10/19</td>
<td>Using SPSS: Pearson Correlation (25 min)</td>
<td>Stream, MP3, iPod Video, Slides</td>
<td>Overview of Pearson Correlation</td>
</tr>
</tbody>
</table>
<pre><code>| 10/20     |                                                        |          | Weekly Quiz #9 (complete quiz within Bb by 11:30 pm 3/23) |
</code></pre>
<p>|      | Fall Break  |                                                        |          | Assignment #7 Pearson correlation. (Submit to instructor via dropbox within Bb) |
| – and yes, keep working while having fun                  |                                                        |          | Midterm Exam (does not include Pearson Correlation) |
|      |             |                                                        |          | Dancey, Reidy, Rowe: Ch. 10 |
|      |             |                                                        |          | Midterm exam (complete within Bb) |</p>
<table>
<thead>
<tr>
<th>Unit 6. Multivariate Statistical Modeling – Linear Regression</th>
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<table>
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<tr>
<th>Unit 7. Multivariate Statistical Modeling – Logistic Regression</th>
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<p>| 11/26 to 11/38 |
| Thanks Giving—Have a Joyful and safe Holiday |</p>
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Date</th>
<th>Content</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>11/24 to</td>
<td>Using SPSS: Logistic Regression 2 (48 min) Stream MP3 iPod Video Slides</td>
<td>Weekly Quiz #14 (complete quiz within Bb)</td>
</tr>
<tr>
<td></td>
<td>11/30</td>
<td></td>
<td>Assignment #9 logistic regression. (Submit to instructor via dropbox within Bb)</td>
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<td></td>
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<td></td>
<td>Online review session at 6:00 pm Participation is optional</td>
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<td>Changing the Reference Category Dummy Variable Shortcut</td>
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<td><strong>Unit 8. Multivariate Statistical Modeling - Survival Analysis</strong></td>
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<tr>
<td>15</td>
<td>01-Dec to</td>
<td>Introduction to Survival Analysis (53 min) Stream MP3 iPod Video Slides</td>
<td>Weekly Quiz #15 (complete quiz within Bb by 11:30 pm December 14)</td>
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<tr>
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<td>07-Dec</td>
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<td>Assignment #10 survival analysis. (Submit to instructor via within Bb by 11:30 pm December 14)</td>
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<td></td>
<td>8-Dec</td>
<td>Using SPSS: Survival Analysis 1 (69 min) Stream MP3 iPod Video Slides</td>
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<tr>
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<td>Survival Analysis Part I</td>
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<td>Survival Analysis Part II</td>
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<td>Survival Analysis Part III</td>
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<td>Study Guide for Final Exam</td>
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<tr>
<td>16</td>
<td>08-Dec to</td>
<td>Final Exam due by December 14 @11:30 pm</td>
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<td>14-Dec</td>
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Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences (MHS) Program

MHS 675- sections - 50/01 and 51/02: Research Methodology in Health Sciences

Marianne Hollis, PhD, RN  Elizabeth Tait, PhD, MHS
Lead Instructor – section 50/01  Lead Instructor – section 51/02
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mhollis@email.wcu.edu  emtait@email.wcu.edu
GTM ID: 600-460-615  GTM ID: 242-058-255
Phone-In: Dial +1 (626) 277-0131  Phone-In: Dial +1 (786) 358-5418

Class Meetings: There are three (3) Go-To-Meeting® (GTM) “Live” sessions scheduled during the semester. All ‘live’ sessions will be recorded and archived. A unique URL is posted in your Bb course. In addition, a number of GTM pre-recorded lectures, content segments and/or guest interviews will be posted for most weeks in the course. These will be archived and posted in the appropriate Learning Module. See accompanying schedule.

Office Hours: By appointment via phone, GTM or in person in Cullowhee or at WCU at Biltmore Park facility.

Catalog Description: Overview of history and philosophies of research, topic selection, data gathering and presentation, report writing, and proposal development.

General Description: This graduate level course provides a systematic process for the development of a scholarly research proposal and the application of research principles in a health care and health services environment. The focus of course activities is on problem identification, review of pertinent literature, research methods, construction of a feasible research project or thesis, and use of peer feedback in revisions. Planning for dissemination of research findings by presentation or publication is an integral part of the course.

Textbook Information: There is one (1) required and one supplemental text this semester (pictured in course ‘Welcome Letter’). Both of them can be used as reference materials over subsequent semesters as you successfully complete your research project or thesis.

The instructor reserves the right to change the syllabus.


Recommended References: The APA or AMA style manual is used for most Health Sciences scholarly writing; however depending on your discipline or for different peer-reviewed journals, other formats may be used.

Bibliographic support: There are several types of bibliographic software available to help students and researchers organize, manage and include appropriate references as citations in scholarly work (Refworks™ - free through Hunter Library website; or Endnote™ software - http://endnote.com/). There is no requirement to purchase or use; however, many students (and faculty) find these tools useful in working on their research.

Additional supplemental readings may be a part of selected Learning Modules. This practice takes advantage of recent literature, and acknowledges the scope of research in a diverse range of health sciences occupations. This also broadens the scope of the discussions and gives students a means to express their areas of interest.

Course Objectives**: Upon successful completion of this course, the student will:

1. Understand the relationship among the research problem, research questions, designs, and methodology procedures
2. Apply appropriate research methodology to a given professional situation/problem
3. Use appropriate sources to find relevant literature for a given research question
4. Appraise appropriate peer-reviewed journal/s to submit completed research project manuscript
5. Evaluate methods and statistical results reported in peer-reviewed journal articles
6. Constructively critique classmates draft proposal elements
7. Develop a draft research proposal using a manuscript format based on peer-reviewed author guidelines chosen in collaboration with instructors and/or faculty advisor
8. Prepare an extended review of literature as a required appendix

**Course objectives align with the following three (3) areas of the Seven Areas of Responsibility of Health Educators of the National Credentialing Center for Health Education (NCCHE). http://www.ncche.org/

Area IV – Conduct Evaluation and Research Related to Health Education
Area VI – Serve as a Health Education Resource Person
Area VII – Communicate and Advocate for Health and Health Education

Interested students may pursue the Certified Health Education Specialist (CHES) certification after completion of their degree.

Learning Environment and Activities: Active participation in ‘live’ sessions and Blackboard is an expectation of this course. You should login to the course a minimum of 3-4 times a week. Discussion topics will be associated with most Learning Modules; either linked to an assigned reading or activity.

The instructor reserves the right to change the syllabus.
or both. The primary focus of online discussion is for graduate students to share perspectives with one another as part of both instructor and student-generated questions and comments.

Since the nature of these “conversations” varies widely, particularly in a research course, no grading rubric will be used this semester. All students are expected to respond not only to discussion-starters posted by the instructor, but also to one another within the discussion areas. A general rule of thumb is to make supported (not opinions) responses to discussion questions, unless specifically directed otherwise by the discussion topic instructions. These can take the form of critical comments, sharing of discipline-specific research findings, further questions or relating experiences in your actual workplace setting.

The instructors will act as a moderators and facilitators rather than taking an active role in the ongoing discussion. However, we will be reading and following discussions closely. If the discussion needs redirection, or asks specific questions that require it, we will do so. Grading of online discussions will be based on timeliness of comments (don’t wait to post on the last day), focus on the topic, integration of other responses, and thoughtful analysis of the question/topic supported by readings, website information or peer-reviewed findings.

Quality research is supported by data. Opinions, while easy to come by, may or may not be supported by the existing literature. Analysis includes, but is not limited to, pointing out support for or inconsistencies within the article or reading, formulation of new ideas on the subject based on published sources, and relating source information to real-life situations. Informal feedback to assist students in reaching expectations will be given during each module as needed.

Listed below are general expectations for the course:

1. Reading all assigned material
2. Participate and/or review all GTM session and pre-recorded lectures, content segments and interviews
3. Posting to discussion topics
4. Responding to classmates’ postings as directed.
5. Initiating follow-up postings and sharing related research articles and/or pertinent website information.
6. Preparing for classroom & on-line discussions by reflecting critically about the assigned readings and current learning activities
7. Engaging in group activity which explores; analyzes; clarifies assumptions and concepts; critiques and provides feedback of classmates’ scholarly work

Email: Use of Instructor WCU Email is preferred for course communications. A ‘WCU Email’ link is set up in the course under the ‘Communications’ subheading. Our WCU Email addresses are: mhhollis@email.wcu.edu or emtait@email.wcu.edu.

Critique of group members’ work: Group work this semester will consist of ongoing feedback and critique of each member’s proposal elements. These activities are designed to develop collaboration and constructive feedback skills – essential in the research process and in work settings. A scoring rubric for each proposal element will assist you in focusing your feedback.

You will be graded on the quality, thoroughness and timeliness of your review. You will also be evaluated on the extent to which feedback from both group members and instructor is used to revise

The instructor reserves the right to change the syllabus.
and improve each section of the manuscript. If you disagree with a comment made by a reviewer, simply note that to your instructor on any section submitted for a grade.

Review the pre-recorded GTM segment titled, “Using Rubics to Critique”

**Go-To-Meeting® (GTM) “Live” Sessions and Pre-recordings:** There are three (3) GTM sessions scheduled during the semester. All ‘live’ sessions will be recorded and archived. A unique URL for each meeting will be posting in that week’s Learning Module. In addition, a number of GTM pre-recorded lectures, content segments and/or guest interviews will be posted for most weeks in the course. These recordings supplement the course materials or provide specific insights and experiences in the research process. The subjects for these pre-recordings are listed in the course schedule.

**Would you like to Host your own Go-To-Meeting (GTM)?**
If your group wants to set up a meeting account in order to hold your own meetings, there is a way to do so. Check out this link located in ‘Student Resources’ in Bb under the heading Go-To-Meeting: https://wcu.blackboard.com/bbcdwebdav/institution/public/GoToMeeting.html

**Assignment Expectations:** All written work must reflect graduate level use of appropriate grammar and spelling.

- Use your software checks to proof all written work before it is submitted.
- APA 6th Edition or AMA format must be used – Other format/s based on author guideline requirement.
- Microsoft Word (.doc or .docx).
- Font/Size required –Times Roman 12 pt.
- Double-space all assignments – unless specifically directed to use single spacing
- All work submitted must have your name and the course number and assignment title in the Header. Work submitted without proper labeling will have 2 points deducted from the total possible.
- Work submitted with excessive grammar and/or spelling errors will be returned for revision and have ‘Late Assignment’ points deducted from the total possible.

**Assignments:** Because of the pace of this course, it is CRITICAL that all work be submitted on time. For example, if you’re late getting your section to your reviewer, they either won’t have anything to review (which affects their grade), or there is not enough time to do a thorough review. This prevents you from getting valuable feedback. This works both ways; late return of reviews creates delay in doing good revisions (also affecting grades). You are all dependent on each other for most of the assignments. We know things do happen and no one lives in a vacuum. Communicate any delays, problems or issues to your group members and instructor as soon as possible.

**Late Assignments:** Work submitted late, regardless of the cause, will have 5 points deducted from the total possible.

The instructor reserves the right to change the syllabus.
Grading: There are a total of 830 points in the course. Points are divided using the percentages below:

<table>
<thead>
<tr>
<th>Category &amp; Learning Activities</th>
<th>Point Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Work</td>
<td></td>
</tr>
<tr>
<td>• “Thinking about Research”</td>
<td>30</td>
</tr>
<tr>
<td>• Discussion Board (7 graded @ 10pts)</td>
<td>70</td>
</tr>
<tr>
<td>• Journal Article Analyses (2 @ 40)</td>
<td>80</td>
</tr>
<tr>
<td>• Research Proposal elements (topic; journal choices; introduction; extended LR; methodology; full proposal@ 50 points x 6 elements)</td>
<td>300</td>
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<tr>
<td>• “Lessons Learned”</td>
<td>50</td>
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<tr>
<td><strong>Individual Wk subtotal</strong></td>
<td><strong>530</strong></td>
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<tr>
<td>Group Work</td>
<td></td>
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<tr>
<td>Critiques of Individuals’ proposal elements (in 5 parts):</td>
<td></td>
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<tr>
<td>• Topic Selection</td>
<td>50</td>
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<tr>
<td>• Introduction (includes pertinent literature)</td>
<td>50</td>
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<tr>
<td>• Extended Review of Literature (required Appendix)</td>
<td>50</td>
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<tr>
<td>• Methodology</td>
<td>50</td>
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<tr>
<td>• Full proposal w/extended review of literature and other appendices</td>
<td>100</td>
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<tr>
<td><strong>Group Wk subtotal</strong></td>
<td><strong>300</strong></td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>830</strong></td>
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Point → Letter Grade Conversion

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<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>830 - 772</td>
</tr>
<tr>
<td>B</td>
<td>83 – 92</td>
<td>771 – 689</td>
</tr>
<tr>
<td>C</td>
<td>73 - 82</td>
<td>688 – 606</td>
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<tr>
<td>F</td>
<td>&lt; 73</td>
<td>&lt;599</td>
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In Progress (IP) & Incomplete (I) Grades:

It is expected that each student will complete the course requirements in the time allotted and receive the letter grade earned. There are two (2) additional grade options available. The descriptions from the Graduate Catalog are below. References to this course have been inserted by the instructors.

An IP (In-Progress) is assigned only in courses that have been approved for IP grading. An IP grade indicates that a grade is pending until the sequence of courses is completed. (For example: a student may not enroll in MHS 698 or MHS 699 until an IP grade in MHS 675 is replaced.) A grade of IP is appropriate as long as work remains in-progress. Once work is complete the IP grade will be replaced with an evaluative grade appropriate for the course. If the student changes programs; changes

The instructor reserves the right to change the syllabus.
options within a program such that credit is no longer needed to complete program requirements; or ceases enrollment and the work is not completed within a year, an evaluative grade will not be issued and the IP grade will be administratively replaced with NG (No-Grade) to indicate that work is no longer in-progress.

The instructor may grant a student an I (Incomplete) grade for work not completed if there is a reasonable prospect that the student can pass the course by making up the work missed if the incompletion is unavoidable and not caused by the student's negligence. All incomplete grades must be removed and a grade of A, B, C, or F (S or U not available in this course) must be submitted to the registrar. The work must be made up and a grade received by the registrar by the last day of classes of the next regular semester (excluding summer), or the grade will become an F. A student may not re-register for the course until the I is removed or changed to an F. The instructor is required to list the conditions to remove the I and send them to the department head.

Graduate School Grading Policy:
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

Academic Conduct:
The following is WCU's Academic Honesty Policy as delineated in the Student Handbook:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. Fabrication—Intentional falsification of information or citation in an academic exercise.

c. Plagiarism—intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. Facilitation of Academic Dishonesty—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the Graduate School.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886.

The instructor reserves the right to change the syllabus.
Additional Information and Resources

Library - Good numbers / emails / web pages to know:
Ann Hallyburton is your Library Research liaison
Phone: 828/227.7465
Email: ahallyb@wcu.edu

http://researchguides.wcu.edu/healthcare is the web site to visit to find articles.

Plagiarism

There are multiple resources for help with plagiarism issues on campus, including the Department of Student and Community Ethics (http://www.wcu.edu/8049.asp ) and the Writing and Learning Commons (http://www.wcu.edu/11861.asp ). The plagiarism self-test is especially popular (http://www.wcu.edu/11869.asp ).

Also, there is a plagiarism tool that is directly embedded into Blackboard. Called SafeAssign, this tool works similarly to Turnitin.com (which the University no longer supports). To learn how to use SafeAssign, log into Blackboard, click the Instructor Resources tab (to the left) click on Assignments (left hand tool bar) and you should see the instructions.

The Writing Center (Wal.C) offers help:

1) Smarthinking, an online tutoring program provided by Educational Outreach, allows students to submit their writing for asynchronous feedback or to schedule synchronous web chats with highly trained, online writing tutors. Note: newly enrolled students will not be able to access the program until after drop/add. Smarthinking has provided us with this link to a short video they have produced outlining the key features of Smarthinking and how it works: http://www.youtube.com/watch?v=wpvWfPhstQM&feature=youtu.be.

NOTE** Smarthinking is a service for your use to improve your writing. The better your writing, the better the communication and clarity of your research will be. You may submit any of your different sections or just the final one. The instructors reserve the option to require your submission of work if remediation is needed.

If you have not already done so, sign up for Smarthinking at services.smarthinking.com.

• Use the username “wcuncigraduate” and
• the password “learn” to create a free account.
• Use your WCU Catamount email as the email when it asks you for this.
• The Smarthinking.com website has both student and faculty handbook resources (see bottom of the website).

2) Citation help can be found here on the Wal.C’s Writing Support page.

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WCU Career Center

Career planning and job searching help is available at: http://www.wcu.edu/6661.asp
If you are graduating this year and need assistance with job search documents, a career search or major
career decision making, the Career Services Office is here to assist you. All of our services are
available to you as a student and as an alumnus, most at no cost.
1. JobCat - Where we post full time jobs and internships for students and alumni
2. Peer Career Mentor Schedule
3. Resume and cover letter critiquing.
4. Career counseling and career decision making
5. Career events and career fairs
6. Practice with interviewing techniques
7. FOCUS-2 is an online, interactive system that combines self-assessment, major and career
   exploration, and career decision making.
8. The Non-Work Study Student Employment Office can help you find a part-time job.

Online Career Support is also available to off-campus, graduate students. "Meet" with a career
counselor online using Go-To-Meeting (GTM). GTM allows you to view our screen, talk and see
video, follow our pointer to different resources, and even review your resume. To schedule a Go-To-
Meeting event, call 828-227-7133. You will be given a meeting time and directions, and you will
receive an email at that time directing you how to join the meeting, and providing a link.

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Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences (MHS) Program

MHS 687 – Internship in Health Care Organizations

Contact Information:
Dr. Marianne Hollis
828-227-2660
mhollis@email.wcu.edu

Office Hours: By phone or by appointment

Catalog Description: A carefully planned, practical, service-learning experience at a health related agency or clinical facility; tailored to individual students.

General Course Description: A concentrated learning experience designed to provide the graduate student with practical learning and working experiences within the health care service delivery community. These experiences include but are not limited to program assessment, planning, implementation and evaluation activities under the supervision of a designated preceptor. The intern should have the opportunity to integrate prior learning and theoretical frameworks into practical, specific, community-based activities and outcomes. These activities and outcomes will be determined on a site-specific basis in collaboration with the agency representative and faculty.

Required Textbooks: There are no required textbooks for the Internship. However, prior course textbooks and reference materials may prove useful for specific tasks and projects.

Relationship of Internship with Professional Practice: For students in the Health Education concentration of the MHS Program, the Internship experience aligns learning outcomes with the Seven Areas of Responsibility and related competencies and sub-competencies as delineated in A Competency Based Framework for Health Educators – 2006 (National Commission for Health Education Credentialing, Inc. [NCHEC], Society for Public Health Education [SOPHE] & American Association for Health Education [AAHIE], 2006).

The Seven Areas of Responsibility:
I. Assess individual and community needs for health education
II. Plan health education strategies, interventions, and programs
III. Implement health education strategies, interventions and programs
IV. Conduct evaluation and research related to health education
V. Administer health education strategies, interventions and programs
VI. Serve as a health education resource person
VII. Communicate and advocate for health and health education

Instructor reserves the right to change the syllabus
Each of these seven responsibilities and related competencies are described in terms of the role of the health educator and the setting in which they practice (E.g., Community, School [K-12], Health Care, Business/Industry, Non-Profit, College/University and University Health Services).

**Learning Outcomes:** At the successful completion of the internship experience the graduate student will:

- Demonstrate basic competencies using the Seven Areas of Responsibility as delineated in *A Competency Based Framework for Health Educators* framework in the following course activities:
  - Weekly journal logs
  - Self-assessments (pre-midpoint-post)
  - Reflection paper
  - Consultations with instructor and designated preceptor

- Reflect critically on the internship experience by writing a summary paper including but not limited to the following areas:
  - Overview of agency mission and primary activities
  - Agency environment and staff interaction; including those with intern
  - Internship activities and how they contribute to the agency mission
  - Skill building and competency assessment
  - Perceived significant learning experiences at the agency
  - Challenges perceived in learning experiences and feedback on means to manage these challenges
  - Integration of prior course work into the mission and activities of the specific agency
  - Value of the internship experience which can assist future student placements

**Learning Environment and Activities:** Internship activities will take place in locations as designated by the health care agency need and by contractual agreement (if required) with the College of Health & Human Sciences. Academic activities related to the Internship will occur in the designated Blackboard (Bb) course area. The Instructor will monitor student participation and communicate with the agency preceptor on a regular basis during the experience.

**Email:** Use of WCU Email is preferred for course communications. All class announcements will be made in Blackboard (Bb) and sent to student(s) Catamount Email address. Alternate Email and phone number/s will be used as an alternative if the Blackboard (Bb) system is down or unavailable.

**Discussion:** An ‘Open Forum’ area will be provided for ongoing posting of questions, pertinent issues and challenges associated with the Internship experience. Weekly Log posting will also be in this area. Issues of an emergent nature should be directed to the Instructor by phone or Email as soon as possible.

**Assignment Expectations:** All written work should reflect graduate level use of appropriate grammar and spelling.
- Use software checks to proof all written work before it is submitted.
- Microsoft Word (.doc or .docx) or Rich Text Format (.rtf) is required.
- Font/Size required — Arial 10 pt or Times Roman 12 pt
- 1-inch margins (all sides) unless using another format provided by the instructor

**Assignments:** All student products will be submitted in Blackboard (Bb).

**Grading:** There are a total of 1000 points in the course divided using the percentages below:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation Weekly logs: documented hours, activities &amp; relevance (10 @ 30 = 300 pts)</td>
<td>300</td>
</tr>
<tr>
<td>Student Competency &amp; Performance Measures • Self-assessment of competencies, skill building &amp; performance (3 @ 100 pts)</td>
<td>300</td>
</tr>
<tr>
<td>• Preceptor Evaluations (2 @ 100 = 200) submitted to the Instructor by the Preceptor</td>
<td>200</td>
</tr>
<tr>
<td>• Reflection paper on Internship experience (based on full experience with organization)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Point → Letter Grade Conversion

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 –100</td>
<td>1000 – 930</td>
</tr>
<tr>
<td>B</td>
<td>83 – 92</td>
<td>929 -830</td>
</tr>
<tr>
<td>C</td>
<td>73 - 82</td>
<td>829 – 730</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
<td>&lt; 730</td>
</tr>
</tbody>
</table>

**Graduate School Grading Policy:**
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

**Academic Conduct:**
Review the current Academic Conduct Policy of the Western Carolina University Graduate School using the following link:
http://catalog.wcu.edu/content.php?catoid=16&navoid=249#AcHonesty

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even

Instructor reserves the right to change the syllabus
during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the Graduate School.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office's website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp)

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Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences (MHS) Program

MHS 696 – Research Seminar in Health Sciences
Summer 2014

Contact Information:
Dr. Marianne Hollis
mhollis@email.wcu.edu
Phone: 828.227.2660

Virtual Office Hours: By phone or online. Expect a 24-36 hour turn around for email on weekdays, and a 48 hour for email responses on weekends.

Catalog Description: Preparation of project or thesis proposal with a data gathering instrument, IRB application and variable file under the direction of MHS faculty.

General Course Description: The purpose of this graduate level course is for students to revise a research project/thesis proposal; using peer critique and feedback to improve collaboration, scholarly writing skills and the quality of the proposal product. In addition, students will compose a draft abstract and modify scholarly proposal into manuscript format for potential publication.

Textbooks: There is one (1) required and one supplemental text this semester. Both of them can be used as reference materials over subsequent semesters as you successfully complete your research project or thesis. (Both were part of the MHS 675: Research Methods course)


Manuscript Style Format:
- The AMA Manual of Style is also used in many Health Sciences publications.

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**Learning Environment:** All class activities will take place online. The Instructor will monitor participation on a regular basis.

**Learning Outcomes:** At the completion of the course the graduate student will:
1. Submit Author Guidelines from appropriate peer-review publication for proposed research topic
2. Critique classmates’ scholarly work using rubrics as a framework
3. Provide constructive feedback to classmates’ in writing using ‘track changes’ format
4. Enhance scholarly writing through repetitive practice and feedback activities
5. Revise human subjects’ protection (IRB) documentation
6. Modify research project to a manuscript format suitable for publication using chosen Author Guidelines

**Learning Activities (products):**

**Research project**
- Critique/review – Substantive critique/review of group members’ research project components.
- Revise/amend – Continue to refine/amend your own research project based on feedback from group members and the Instructor. This product will be used for the next phase of conducting your research project in collaboration with a faculty member.
- Revise IRB application – Submit IRB request, surveys, permissions and other necessary documents – using specific aspects of human subject protection principles.
- Compose an initial abstract – Condense the essential elements of your research proposal into a succinct abstract including the: study purpose, rationale, research design and methods.

**Journal Manuscript format**
- Construct – Modify revised research project into a manuscript format consistent with the chosen Author Guidelines; plus an Extended Literature Review Appendix.

**General expectations for the course:**

1. Read all assigned material (includes all group member work products and other information as provided)
2. Revise/amend elements of draft proposal elements on a timely basis

**Email:** Use of Email is preferred for course communications. All class announcements will be made in Blackboard (Bb); those will be automatically sent to your Catamount Email.

**Critique/Review:** Similar to *MHS 675: Research Methods*, you will review and be reviewed by your peers. To reduce confusion I’ve attached the schedule of reviews. **Reviewers are required to include the rubric as well as “track changes” when doing a review.**

**Archived presentations:** Selected pre-recorded presentations will be available for review in Bb.

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*The instructor reserves the right to change the syllabus*
Assignment Expectations: All written work (individual & group) should reflect graduate level use of appropriate grammar and spelling.

- Use your software checks to proof all written work before it is submitted.
- Work submitted with excessive grammar and/or spelling errors will be returned for revision and have 2 points deducted from the total possible.
- APA 6\textsuperscript{th} Edition format is requested; other formats based on discipline of research are acceptable.
- Microsoft Word (.doc or .docx) or Rich Text Format (.rtf) is required.
- Font/Size required is Times Roman 12 pt
- 1-inch margins (all sides) unless using another format provided by the instructor (E.g. table format for critiques)
- All work submitted must have your name and the course number and assignment title. Work submitted without proper labeling will be returned for revision and late points deducted if appropriate or simply have 5 points deducted.

Submitting Assignments: All student products will be via email unless otherwise stated. Note: the email subject line needs to be as follows: MHS 696 – assignment name found in the task list.

Late Assignments: Work submitted late will have points equal to a letter grade deducted from the total possible, regardless of the reason.

Grading: There are a total of 1000 points available. See the task list below.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 –100</td>
</tr>
<tr>
<td>B</td>
<td>83 – 92</td>
</tr>
<tr>
<td>C</td>
<td>73 - 82</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
</tr>
</tbody>
</table>

Graduate School Grading Policy:
A Graduate student who accumulates three (3) grades of C, OR any grade of F will be dismissed from the Graduate School. A student who has been admitted conditionally and fails to meet the terms of the conditional admission will also be dismissed from the Graduate School.

Academic Conduct:
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The instructor reserves the right to change the syllabus
Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Good numbers / emails / web pages to know:

Ann Hallyburton is your subject liaison  
Phone: 828/227.7465  
Email: ahallyb@wcu.edu
http://researchguides.wcu.edu/healthcare is the web site to visit to find articles.

Plagiarism

There are multiple resources for help with plagiarism issues on campus, including the Department of Student and Community Ethics (http://www.wcu.edu/8049.asp) and the Writing and Learning Commons (http://www.wcu.edu/11861.asp). The plagiarism self-test is especially popular (http://www.wcu.edu/11869.asp).

Also, there is a plagiarism tool that is directly embedded into Blackboard. Called SafeAssign, this tool works similarly to Turnitin.com (which the University no longer supports). To learn how to use SafeAssign:

- log into Blackboard,
- click the Instructor Resources tab (to the left)
  - click on Assignments (left hand tool bar) and you should see the instructions.

The instructor reserves the right to change the syllabus
# Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date assigned</th>
<th>Date due</th>
<th>Assignments</th>
<th>Points</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Course Introduction Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>6/2</td>
<td>6/2</td>
<td>Meet via G2M @ 6:30 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>6/2</td>
<td>6/2</td>
<td>Submit Author Guidelines of selected journal</td>
<td>50</td>
<td>5.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Focus on Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>6/2</td>
<td>6/2</td>
<td>Authors POST their <em>Methods</em> in Discussion area</td>
<td>10</td>
<td>1.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reviewers DOWNLOAD Methods according to group list</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>6/2</td>
<td>6/9</td>
<td>Reviewers POST critique of <em>Methods</em> to Assignment area; EMAIL critique to Author</td>
<td>50</td>
<td>5.00%</td>
</tr>
<tr>
<td>2</td>
<td>6/9</td>
<td>6/16</td>
<td>SUBMIT your revised <em>Methods</em> to Assignment area</td>
<td>100</td>
<td>10.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Focus on Human Subjects Protection</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6/16</td>
<td>6/23</td>
<td>SUBMIT IRB revision</td>
<td>100</td>
<td>10.00%</td>
</tr>
<tr>
<td>3</td>
<td>6/16</td>
<td>6/23</td>
<td>SUBMIT revised Consent, survey and permission forms</td>
<td>50</td>
<td>5.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Focus on Literature Reviews</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6/23</td>
<td>6/23</td>
<td>Authors POST their <em>Literature Review</em> in Discussion area</td>
<td>10</td>
<td>1.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reviewers DOWNLOAD Methods according to group list</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6/23</td>
<td>6/30</td>
<td>Reviewers POST critique of <em>Literature Review</em> to Assignment area; EMAIL critique to Author</td>
<td>50</td>
<td>5.00%</td>
</tr>
<tr>
<td>5</td>
<td>6/30</td>
<td>7/7</td>
<td>SUBMIT your revised <em>Literature Review</em> to Assignment area</td>
<td>100</td>
<td>10.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Focus on Introductions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7/7</td>
<td>7/7</td>
<td>Authors POST their <em>Introduction</em> in Discussion area</td>
<td>10</td>
<td>1.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reviewers DOWNLOAD Methods according to group list</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7/7</td>
<td>7/14</td>
<td>Reviewers POST critique of <em>Introduction</em> to Assignment area; EMAIL critique to Author</td>
<td>50</td>
<td>5.00%</td>
</tr>
<tr>
<td>7</td>
<td>7/14</td>
<td>7/21</td>
<td>SUBMIT your revised <em>Introduction</em> to Assignment area</td>
<td>100</td>
<td>10.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Focus on Putting it Together</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>7/14</td>
<td>7/21</td>
<td>SUBMIT all three sections incorporating ALL revisions</td>
<td>135</td>
<td>13.50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Focus on Manuscript Format and Abstract Construction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>7/21</td>
<td>7/28</td>
<td>SUBMIT Proposal in Journal Format including an <em>Extended Literature Review</em> APPENDIX</td>
<td>135</td>
<td>13.50%</td>
</tr>
<tr>
<td>10</td>
<td>7/28</td>
<td>8/4</td>
<td>SUBMIT Draft Abstract</td>
<td>50</td>
<td>5.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

*The instructor reserves the right to change the syllabus*
Western Carolina University
College of Health and Human Sciences
School of Health Sciences
Master of Health Sciences Program

MHS 698: Project in Health Sciences

Instructor
Dr. Marianne Hollis
HHSB - Rm. 440
828.227.2660
mhollis@email.wcu.edu

Catalog Description: Students work independently under the direction of one faculty member on an analysis of a topic, synthesis, or creative application of existing scholarship to a specific problem, the result of which is a scholarly paper.

Course Overview: This course is designed to guide the student through the completion and presentation of the required research project; and submission for publication as appropriate for their discipline.

Course Objectives**:
1. Revision of proposal elements
2. Completion of CITI online IRB training
3. Approval of IRB request
4. Data collection and analyses
5. Completion of publication quality final research paper
6. Presentation of findings
7. Review, amend as needed and sign Memorandum of Understanding – intellectual property rights document

**Course objectives (excluding items 5 - 7) align with the following area of the Seven Areas of Responsibility of Health Educators of the National Credentialing Center for Health Education (NCCHE). http://www.nchec.org/:

- **Area IV – Conduct Evaluation and Research Related to Health Education**

Health Education concentration students may pursue the Certified Health Education Specialist (CHES) certification after completion of their degree.

No required texts – prior text and support material from Biostatistics and Research Methods courses as reference.

Optional Software
Although not required, Endnote™ can be invaluable for downloading, formatting, and keeping track of your references. It automatically inserts the references in your Word document and will renumber and reformat anytime you make a change in the document. The software is available at http://www.academicsuperstore.com or http://www.journeyed.com/. Hunter Library also offers a similar, free option called ‘RefWorks’. Go to the Hunter Library site and check out this option.

Project Deadlines – negotiated between student and Faculty Director

<table>
<thead>
<tr>
<th>Activities</th>
<th>Required Forms/Documentation</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit latest proposal version</td>
<td>Proposal document; IRB request and necessary attachments; Author guidelines for manuscript format</td>
<td>TBA</td>
</tr>
<tr>
<td>1st Draft of full project</td>
<td>Revised project including Results &amp; Discussion sections</td>
<td>TBA</td>
</tr>
<tr>
<td>Final draft of project</td>
<td>Completed project in Manuscript format with Extended Literature Appendix</td>
<td>TBA</td>
</tr>
<tr>
<td>Presentation of Findings</td>
<td>PPT presentation – (in person or using Go-to-Meeting™)</td>
<td>TBA</td>
</tr>
</tbody>
</table>
Grading

<table>
<thead>
<tr>
<th>Final paper/manuscript</th>
<th>80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%-100%</td>
<td>A</td>
</tr>
<tr>
<td>83%-89%</td>
<td>B</td>
</tr>
<tr>
<td>73%-79%</td>
<td>C</td>
</tr>
<tr>
<td>&lt;73%</td>
<td>F</td>
</tr>
</tbody>
</table>

Grading Logistics

The final research project is graded using an A-C, F scale or an ‘in progress’ (IP) grade. Students who need additional time to complete their project past the MHS 698 semester will be assigned an ‘IP’ grade for the MHS 698 course. They must register for MHS 779 (1 hour credit) in the next semester. MHS 779 is repeatable up to a total of 6 hours. This course is graded using a ‘Satisfactory/Unsatisfactory’ (S/U) scale. After completion of the research project, the Faculty Director will assign an S/U grade in MHS 779 and the final letter grade in MHS 698, removing the ‘IP’ from the student’s transcript. Students must be enrolled during the semester they intend to graduate.

NOTE: IP grades will be changed only in the semester a student is graduating. ‘In-progress’ grades will automatically roll to an NG (No-Grade) one (1) year after a student ceases enrollment. The NG will not count towards total hours or degree completion.

This means if a student does not finish their research project and is not enrolled for a year – the MHS 698 ‘IP’ grade will be assigned an NG. Students wishing to return and finish their degrees will have to (1) be re-admitted to the MHS Program; (2) enroll again for MHS 698; AND (3) be able to meet the 6-year limit in which to complete their degree.

The 6-year limit is a national standard for a Master’s degree. It is not an MHS Program or WCU Graduate School policy. Returning students may petition the Dean of the Graduate School for a 1 semester extension if extenuating circumstances have contributed to their lack of enrollment.

Manuscript Format of Final Project

The ultimate goal of your research project is submission of a publication quality manuscript to a peer-reviewed journal appropriate to the topic of the manuscript. Your work can make a difference and advance your profession when it is disseminated among the scientific community. As such, the final format of your manuscript is determined by the journal to which you intend to submit. Each journal’s requirements vary and you must follow the “instructions for Authors’ exactly or risk your manuscript being rejected.

To meet the academic requirements for the completion of your research project, a mandatory Appendix containing an extensive Literature Review will be part of the final work. This appendix will not be part of any manuscript submitted for possible publication.

Presentation of Research Findings

One of the requirements for the MHS degree is the presentation of your research findings in a group forum. There are several options for these presentations. If you are in the Cullowhee region during the spring semester, you may present on campus during the “Graduate Research Symposium.” Distance students can meet this requirement by presenting online using Go-to-Meeting™ audio/visual conferencing software to a class and faculty group. Each student will have 20 minutes to present their research findings followed by a 5-10 minute question and answer period. Your presentation will be “live” with accompanying Power Point slides.
Your presentation session will be scheduled depending on the venue between the student and Faculty Director.

Graduate School Grading Policy:
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted conditionally and fails to meet the terms of the conditional admission will also be dismissed from the Graduate School.

Academic Conduct
The following is WCU's Academic Honesty Policy as delineated in the Student Handbook:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the Graduate School.

**Accommodations for Students with Disabilities**
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Western Carolina University  
College of Health and Human Sciences  
School of Health Sciences  
Master of Health Sciences Program  

MHS 779: Continuing Research in Health Sciences

Instructor:  
Dr. Marianne Hollis  
Rm. 440 – HHS Bldg.  
828.227.2660  
mhollis@email.wcu.edu

Catalog Description: See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Course Overview: Students who need additional time to complete their research project past the MHS 698 semester will be assigned an ‘IP’ grade for the MHS 698 course. They must register for MHS 779 (1 hour credit) in the next semester. MHS 779 is repeatable up to a total of 6 hours. This course is graded using a ‘Satisfactory/Unsatisfactory’ (S/U) scale. After completion of the research project, the Faculty Director will assign an S/U grade in MHS 779 and the final letter grade in MHS 698, removing the ‘IP’ from the student’s transcript. Students must be enrolled during the semester they intend to graduate.

Course Objectives**:  
- Meets deadlines negotiated with Instructor  
- Communicates regularly as scheduled  
- Completes research project in 5-Chapter or manuscript format  
- Shares findings of research project either by (1) public oral/poster or (2) submission of manuscript for publication

**Course objectives align with the following area of the Seven Areas of Responsibility of Health Educators of the National Credentialing Center for Health Education (NCCHE). [http://www.ncche.org]/:

- Area IV – Conduct Evaluation and Research Related to Health Education

Interested students may pursue the Certified Health Education Specialist (CHES) certification after completion of their degree.

No required texts – prior text and support material from Biostatistics and Research Methods courses as reference

Optional Software  
Although not required, Endnote™ can be invaluable for downloading, formatting, and keeping track of your references. It automatically inserts the references in your Word document and will renumber and reformat anytime you make a change in the document. The software is available at [http://www.academicsuperstore.com](http://www.academicsuperstore.com) or [http://www.journeyed.com/](http://www.journeyed.com/). Hunter Library also offers a similar, free option called ‘RefWorks’. Go to the Hunter Library site and check out this option.
Project Deadlines – negotiated between student and Faculty Director

<table>
<thead>
<tr>
<th>Activities</th>
<th>Required Forms/Documentation</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit latest draft of project</td>
<td>Project document; include draft-outline of Results/Discussion; all Appendices. Confirm Author guidelines for manuscript format (if appropriate)</td>
<td>TBA</td>
</tr>
<tr>
<td>Complete IRB approval (Only if needed)</td>
<td>Provide IRB request and necessary attachments, permission/s</td>
<td>TBA</td>
</tr>
<tr>
<td>2nd Draft of full project</td>
<td>Revised project including Results &amp; Discussion sections</td>
<td>TBA</td>
</tr>
<tr>
<td>Final draft of project</td>
<td>Completed project in Manuscript format w/Extended Literature Appendix</td>
<td>TBA</td>
</tr>
<tr>
<td>Presentation of Findings</td>
<td>PPT presentation – (in person or using Go-to-Meeting™)</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Grading

| Final paper/manuscript                  | 80%                                                                                   |
| Presentation                            | 20%                                                                                   |

Grading Scale:

<table>
<thead>
<tr>
<th>S</th>
<th>Satisfactory</th>
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</thead>
<tbody>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Manuscript Format of Final Project

The ultimate goal of your research project is submission of a publication quality manuscript to a peer-reviewed journal appropriate to the topic of the manuscript. Your work can make a difference and advance your profession when it is disseminated among the scientific community. As such, the final format of your manuscript is determined by the journal to which you intend to submit. Each journal’s requirements vary and you must follow the “Instructions for Authors’ exactly or risk your manuscript being rejected.

To meet the academic requirements for the completion of your research project, a mandatory Appendix containing an extensive Literature Review will be part of the final work. This appendix will not be part of any manuscript submitted for possible publication.

Presentation of Research Findings

One of the requirements for the MHS degree is the presentation of your research findings in a group forum. There are several options for these presentations. If you are in the Cullowhee region during the spring semester, you may present on campus during the “Graduate Research Symposium.” Distance students can meet this requirement by presenting online using Go-to-Meeting™ audio/visual conferencing software to a class and faculty group. Each student will have 20 minutes to present their
research findings followed by a 5-10 minute question and answer period. Your presentation will be “live” with accompanying Power Point slides.

Your presentation session will be scheduled depending on the venue between the student and Faculty Director.

Graduate School Grading Policy:
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

Academic Conduct

The following is WCU’s Academic Honesty Policy as delineated in the Student Handbook:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

   a. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
   b. Fabrication—Intentional falsification of information or citation in an academic exercise.
   c. Plagiarism—intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
   d. Facilitation of Academic Dishonesty—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the Graduate School.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp
Western Carolina University  
School of Health Sciences  
Master of Health Sciences Program  
MHS 680 - Directed Independent Study in Health Sciences  

Fall 2013

Instructor: April Tallant, PhD, RD, LDN  
Office Location: 108 Health & Human Sciences Building  
Email: atallant@email.wcu.edu  
Office Phone: 227-2351  
Office Hours: M 9:00 – 10:30 am; TR 2:00-3:45 and by appointment

I. Rationale/Purpose
A course for independent study; goals, methods, and expected outcomes approved in advance by program faculty; process monitored and outcome evaluated by program faculty.

II. Course Overview
This course is designed to guide the student through the completion and submission of a manuscript to submit to a peer-reviewed journal. This course will provide the opportunity for the student (as second author) to work with the instructor (first author) in order to compose the best manuscript possible.

II. Course Aims and Objectives

During the course, students will:
1. Locate and review research articles.
2. Complete data entry and statistical analysis of data.
3. Collaborate with the instructor to compose a professional and quality manuscript for publication in a peer-reviewed journal publication.
4. Submit the manuscript to one or more peer-reviewed journals.

III. Course Materials

Course readings:
- Background and other readings accessible from Hunter Library or directly from instructor.

IV. Faculty Expectations of Students/Course Policies

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more
information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: http://disability.wcu.edu.

Academic Integrity Policy

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

Violations of the Academic Integrity Policy include:

- **Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication** - Creating and/or falsifying information or citation in any academic exercise.
- **Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.
- **Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Faculty members have the right to determine the appropriate sanction(s) for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course. Within five (5) days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform his/her department head (Associate Dean of the Graduate School when the student is a graduate student) in writing of the allegation and proposed sanction(s).

The Academic Integrity Policy can be found online at: academicintegrity.wcu.edu.

Attendance/Course Schedule

The student and instructor will determine the best time to meet each week based on schedules. Student should expect to devote at least three hours per week on the course.
Grading & Due Dates

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Approximate Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorandum of Understanding</td>
<td>10</td>
<td>Aug. 23</td>
</tr>
<tr>
<td>Revisions and Final Draft of Manuscript</td>
<td>80</td>
<td>Varies</td>
</tr>
<tr>
<td>Submission of Manuscript to Journal(s)</td>
<td>10</td>
<td>Dec. 13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
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</table>

Grading Scale

<table>
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<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>A = 93-100</td>
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<tr>
<td>B = 85-92</td>
</tr>
<tr>
<td>C = 77-84</td>
</tr>
<tr>
<td>F = Less than 77</td>
</tr>
</tbody>
</table>

Format of Final Project/Manuscript
Each journal’s requirements vary and you must follow the “Instructions for Authors’ exactly or risk your manuscript being rejected. On the website of each journal you will find their instructions for authors. You may also find an “Impact Factor” which is a measure of quality/popularity/scientific rigor of each journal. Higher scores indicate higher quality journals, but also have higher rejection rates on manuscripts. In addition to the impact factor, I suggest you consider the focus of each journal. Please take time to browse journal articles that are similar to the research subject, taking note of the journals that will be a good fit.

You will not be graded on whether or not the manuscript gets accepted.

Writing Support
The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring, and online writing and learning resources for all students. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (http://walc.wcu.edu/) or call 828-227-2274. All tutoring sessions take place in the WaLC or in designated classrooms on campus. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and WaLC’s online resources.
Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences (MHS) Program

MHS 530 – Theoretical Foundations of Public Health

Contact Information:
Dr. Elizabeth Tait, PhD
Office: 828-227-2657
Cell: 828-775-9095
etait@email.wcu.edu

Office Hours: By appointment in person, or by phone

Class Meetings: All classes will be on-line and recorded. If you cannot attend a class session, you may watch the archived class session on your own time.

Catalog Description: Theory and principles of public health as they apply to the promotion of health behaviors in clinical, worksite and community settings.

General Description: The purpose of this graduate level course is to provide students and practitioners with a comprehensive understanding of health behavior and health education theories and the ability to apply them in practical settings; focusing on the development and evaluation of theory-driven health promotion and education programs and interventions. Additionally, this course will assist the student to recognize where empirical support is deficient and theory-testing is needed, thus building on the research agenda for health behavior and health education in the future.

Course Objectives: Upon successful completion of this course, the student will

1. Reflect and examine personal values, concepts and assumptions about the health education and behavior change process
2. Understand theoretical components of health behavior and health education (HBHE)
3. Recognize the application of theory components in HBHE programs and interventions in their work settings and/or local areas
4. Engage in collegial discussions which synthesize components of theories into their practice area
5. Evaluate current literature relative to the application of theory-based criteria
6. Analyze the application of theory components in a HBHE program or intervention


The instructor reserves the right to change the syllabus
**Additional Required Readings:** Supplemental required readings may be posted in the appropriate Discussion topic areas. This takes advantage of the most recent literature, and acknowledges the scope of education in a diverse range of health sciences occupations.

Student posting of additional supplemental literature develops skill in researching pertinent literature and broadens the scope of the discussions, giving students a means to share their areas of interest.

**Learning Environment and Activities:** Active participation in the discussions is an expectation of this course. You should login to the course a minimum of 3-4 times a week. **Discussion** topics will be associated with each Learning Modules; either linked to an assigned reading or activity or both. The primary focus of online discussion is for graduate students to share perspectives with one another as part of both instructor and student-generated questions and comments.

**Students are expected to respond to discussion-starters posted by the instructor,** and also to one another within the discussion areas. A general rule of thumb is to make three supported (not opinions) responses to each discussion question, unless specifically directed otherwise by the discussion topic instructions. These can take the form of critical comments, sharing of discipline-specific research findings, further questions or relating experiences in your actual workplace setting.

The instructor will act as a moderators and facilitators rather than taking an active role in the ongoing discussion. However, the instructor will be reading and following discussions closely. If the discussion needs redirection, or asks specific questions that require it, the instructor will do so. **Grading of online discussions will be based on**

1. timeliness of comments (don’t wait to post on the last day),
2. focus on the topic,
3. integration of other responses, and
4. thorough analysis of the question/topic supported by readings, website information or peer-reviewed findings.

**General expectations for the course:**

1. Reading all assigned material
2. Posting to assigned discussion topics
3. Responding to classmates' postings as directed.
4. Initiating follow-up postings and sharing related research articles and/or pertinent website information.
5. Preparing for classroom & on-line discussions by reflecting critically about the assigned readings and current learning activities
6. Engaging in group activity which explores, analyzes, and critiques theory; clarifies assumptions and concepts; evaluates and synthesizes the input of class participants;
7. Facilitating class discussions on specific and categories of public health theory; promoting direct application of theoretical concepts and strategies to practice and dissemination of future research.

The instructor reserves the right to change the syllabus
Email: Use of Email is preferred for course communications. If you experience any technical difficulty, or need to communicate information of a personal nature, use our WCU Email addresses (email@wcu.edu).

Group Work: Group work this semester will focus on a comprehensive investigation of a selected theory. The theories available for group work will be posted in the ‘Course Documents’ folder of the homepage. The culmination of this work will be the presentation of the group’s findings and the facilitation of a class discussion of that theory.

Once work groups have been formed, the Group Assignment criteria will be posted as part of the appropriate Learning Module. The Group Assignment guidelines will be found in the ‘Course Documents’ folder on the homepage.

Your group should meet at least four (4) times this semester. These group meetings may coordinate with the Group Assignment deadlines; an initial meeting would be useful to develop a process for discuss and decide which theory the group would like to examine this semester. You may meet in the GO TO MEETING Classroom (or in person or phone conference if better for the group). There is no set time limit for these group sessions. A ‘Facilitator’ role (rotated among group members) may be helpful to your group in organizing your activities, maintaining focus and the flow of your group’s meeting time.

A group synopsis of the “Lessons Learned” will be submitted & ‘published’ to the class during the last week of the semester and discussed during the final ‘live’ class session of the semester.

Group session: Some work groups may choose to meet in person or phone conference or GTM that you set up for your own group (see GTM link below).

GO TO MEETING “Live” Sessions: In addition to our first meeting, there are four tentative (4) GO TO MEETING sessions where I hope to have guest speakers present to us, and four (4) GO TO MEETING sessions where you and your classmates will be presenting. All GTM will be recorded and posted for later viewing.

Assignment Expectations: All written work must reflect graduate level use of appropriate grammar and spelling.
- Use your software checks to proof all written work before it is submitted.
- APA 5th Edition format is preferred; however, other disciplines may use other formats (E.g. AMA).
- Microsoft Word (.doc or .docx) or Rich Text Format (.rtf) is required.
- Font/Size required – Arial 10 pt or Times Roman 12 pt
- All work submitted must have your name and the course number and assignment title. Work submitted without proper labeling will have 1 point deducted from the total possible.
- Work submitted with excessive grammar and/or spelling errors will be returned for revision and have ‘Late Assignment’ points deducted from the total possible if resubmitted past the due date.

The instructor reserves the right to change the syllabus.
Submitting Assignments: Assignments are submitted in Black Board (Bb). Some assignments will also be ‘published’ to the class for review by the entire group; feedback will be posted in the designated Discussion area.

Late Assignments: Work submitted late, regardless of the cause, will have 10% deducted from the total possible. Late assignments will not be accepted after 3 weeks and will not be accepted the week before finals.

My Grading Philosophy: I will not take attendance nor will I monitor the number of times you group meets. As graduate students, you are well beyond that sort of monitoring; rather, your grade will depend on the quality and the level of work you present. Grades are earned, not given.

Grading: There are a total of 750 points in the course.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Choice of Theory &amp; Presentation date</td>
<td>30</td>
<td>4%</td>
</tr>
<tr>
<td>#2 Comprehensive outline</td>
<td>50</td>
<td>7%</td>
</tr>
<tr>
<td>#3 Presentation to class &amp; Facilitation of discussion</td>
<td>70</td>
<td>9%</td>
</tr>
<tr>
<td>“Lessons Learned”</td>
<td>30</td>
<td>4%</td>
</tr>
<tr>
<td>“Changing My Behavior” essay</td>
<td>35</td>
<td>5%</td>
</tr>
<tr>
<td>“Group Behavior Change” essay</td>
<td>35</td>
<td>5%</td>
</tr>
<tr>
<td>Discussion Board (10 @ 10pts)</td>
<td>100</td>
<td>13%</td>
</tr>
<tr>
<td>Theory Application paper</td>
<td>100</td>
<td>13%</td>
</tr>
<tr>
<td>Journal Article Analyses (6 @ 50)</td>
<td>300</td>
<td>40%</td>
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<td><strong>Total Points</strong></td>
<td>750</td>
<td>100%</td>
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Point ➔ Letter Grade Conversion

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<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>698 – 750</td>
</tr>
<tr>
<td>B</td>
<td>83 – 92</td>
<td>623 – 697</td>
</tr>
<tr>
<td>C</td>
<td>73 - 82</td>
<td>548 – 622</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
<td>&lt;= 548</td>
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</tbody>
</table>

Graduate School Grading Policy:
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

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c. Plagiarism—intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

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The instructor reserves the right to change the syllabus
Black Board (Bb) –
All S&S, test, and S&S reviews will be submitted thru Bb. I don’t like Bb. That being said, we have to use it. If Bb gives you any problems during the class, call or email the help desk, not me. If this problem is going to make your assignment late, cc me in on the note so I know what’s going on. We will be using Bb to submit assignments. I’ll be communicating mostly thru Catamount email.

BlackBoard and other Computer Help:
- Call the IT Help Desk at 227-7487 or toll free at 866-928-7487 or
- E-mail: ithelp@wcu.edu or
- Online Help Desk/Self-Service Log-In: http://ithelp.wcu.edu/
  o username – wcu/Catamount account username
  o password – your PIN or password

Library - Good numbers / emails / web pages to know:
Ann Hallyburton is your Library subject liaison
Phone: 828/227.7465
Email: ahallyb@wcu.edu

http://researchguides.wcu.edu/healthcare is the web site to visit to find articles.

Plagiarism
There are multiple resources for help with plagiarism issues on campus, including the Department of Student and Community Ethics (http://www.wcu.edu/8049.asp) and the Writing and Learning Commons (http://www.wcu.edu/11861.asp). The plagiarism self-test is especially popular (http://www.wcu.edu/11869.asp).

Also, there is a plagiarism tool that is directly embedded into Blackboard. Called SafeAssign, this tool works similarly to Turnitin.com (which the University no longer supports). To learn how to use SafeAssign, log into Blackboard, click the Instructor Resources tab (to the left) click on Assignments (left hand tool bar) and you should see the instructions.

The Writing Center (WalC) offers help:

1) Smarthinking is an online tutoring program provided by Educational Outreach, allows students to submit their writing for asynchronous feedback or to schedule synchronous web chats with highly trained, online writing tutors. Note: newly enrolled students will not be able to access the program until after drop/add. If you have problems accessing this tool, let me know and I’ll contact Dr. Regis Gilman (rgilman@wcu.edu).
2) Citation help can be found here: documentation.
3) Other online writing and research resources are available to all students.

The instructor reserves the right to change the syllabus
4) WalC's understands the special writing challenges faced by graduate students. Be on the lookout for content about transitioning to graduate-level research, writing scholarly theses, and more.

Career Center

Career planning and job searching help is available at: http://www.wcu.edu/6661.asp
If you are graduating this year and need assistance with job search documents, a career search or major career decision making, the Career Services Office is here to assist you. All of our services are available to you as a student and as an alumnus, most at no cost.
1. JobCat - Where we post full time jobs and internships for students and alumni
2. Peer Career Mentor Schedule
3. Resume and cover letter critiquing.
4. Career counseling and career decision making
5. Career events and career fairs
6. Practice with interviewing techniques
7. FOCUS-2 is an online, interactive system that combines self-assessment, major and career exploration, and career decision making.
8. The Non-Work Study Student Employment Office can help you find a part-time job.

Internship and Co-op Assistance...
Let Career Services assist you in finding an internship/co-op. Many companies will be interviewing on campus for internships or you may know of an organization with whom you wish to work. Check out our Events Calendar or stop by our office 2nd floor Killian Annex for more details.

Go To Meeting (G2M) help
I like G2M. Their web page follows. If you want to set up a meeting independent from me, I'm told you can do so. Check out their WCU link.
⇒ GotoMeeting.wcu.edu

The instructor reserves the right to change the syllabus
Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences (MHS) Program

EMC 520: EMS Education and Training, and MHS 532: Clinical Education and Training

Denise Wilfong, Ph.D., NREMT-P
828-230-3937
dwilfong@wcu.edu

Class Meetings: Four (4) ‘live’ class meetings using GO-TO-MEETING (GTM) audio conferencing software. See accompanying schedule.

Office Hours: By appointment via phone, GO-TO-MEETING (GTM) or in person by appointment

General Description: Principles and methods of teaching health care occupational and training skills in health care, academic and community settings. Emphasis will be placed on acquiring and applying basic concepts of defining educational needs, developing curricula, pedagogy, and outcomes assessment. Students will examine the role of education in various health care settings through discussion of goals, objectives, curriculum development, instructional strategies and appropriate evaluation tools. Direct application of course activities by students in their related disciplines is expected. The course will also cover EMS traditional and online instruction, including medical skills evaluation and measuring clinical competency.

Specific Behavioral Objectives: Upon successful completion of this course, the graduate student will be able to:

- Differentiate among the educational roles in health care occupations
- Distinguish between goals & objectives
- Conduct a personal learning style inventory
- Identify the major learning domains
Formulate objectives for each learning domain
Conduct a task analysis; applying these steps to the development of a teaching project
Compare & contrast the forces that influence curriculum planning
Analyze multiple instructional strategies; choosing those most appropriate for a particular learning situation
Select means of evaluating objectives for each learning domain
Analyze selected instruments for evaluation
Construct test items to evaluate key learning outcomes
Create a statement of teaching philosophy
Critique a health care educational teaching activity
Prepare and deliver an effective teaching presentation
Engage in scholarly discussion of instructional principles and activities with classmates
define the roles and responsibilities of EMS educators
identify legal issues associated with EMS education
list methods to enhance the experience of psychomotor skill practice in the classroom
identify appropriate discipline strategies
describe the steps of the remediation process
describe aspects of cultural awareness that are important to instill in students in the classroom setting
discuss the importance of mentors for the development of a professional EMS instructor

Textbook & Supplemental Readings Information:

There is no specific text required for the main portion of the course as information about clinical & worksite education is so diverse that no one text is sufficient or comprehensive enough to meet all needs.

The instructor will assign selected readings for discussion and analysis; students are also expected to add to the literature of their discipline by sharing relevant scholarly articles and websites that coincide with specific topics.


Learning Environment and Activities: Active participation in ‘live’ sessions and Blackboard (Bb) is an important expectation of this course. Discussion topics will be associated with Learning Modules; either linked to an assigned reading or activity or both. The primary focus of online class discussion is for graduate students to share perspectives with one another as part of both instructor and student-generated questions and comments.

Since the nature of these “conversations” varies widely, particularly in a multi-disciplinary education course, no grading rubric will be used this semester. All students are expected to
respond not only to discussion-starters posted by the instructor, but also to one another within the discussion areas. A general rule of thumb is to make three significant responses to each discussion question, unless specifically directed otherwise by the discussion topic instructions. These can take the form of critical comments, further questions, and relating discussions to your past or present workplace or academic setting.

The instructor will act as a moderator and facilitator rather than taking an active role in the ongoing discussion. However, I will be reading and following discussions closely. If the discussion needs redirection, or asks specific questions that require it, then I will do so. Grading of online discussion will be based on timeliness of comments, focus on the topic, attention to other responses, and thoughtful analysis of the question. Analysis includes sharing your opinion, why you hold that opinion, any inconsistencies within the article or reading, formulation of new ideas on the subject, and relating information to real-life situations. A grade will be assigned after the conclusion of each module. Informal feedback to assist students in reaching expectations will be given during each module as needed.

Listed below are general expectations for the course:

1. Reading all assigned material
2. Posting to assigned discussion topics
3. Responding to classmates’ postings as directed.
4. Initiating follow-up postings and sharing related research articles and/or pertinent website information.
5. Preparing for classroom & on-line discussions by reflecting critically about the assigned readings and current learning activities.
6. Engaging in class discussions which explore; analyze; clarify assumptions and concepts; critique and provide timely feedback to classmates.

Email: Use of Blackboard (Bb) Email is preferred for course communications. If you experience any technical difficulty with Blackboard (Bb) – first contact the IT Help Desk by phone or Email. If you need to communicate information of a personal nature, use my WCU Email address (dwilfong@wcu.edu).

GO-TO-MEETING (GTM) “Live” Sessions: There are four (4) GO-TO-MEETING (GTM) sessions during the semester. GO-TO-MEETING (GTM) may always be used for MAHEC sessions if a student unable to attend ‘in person’ due to illness or other constraint. Agenda and additional instructions for GO-TO-MEETING (GTM) sessions will be posted in advance.

Assignment Expectations: All written work must reflect graduate level use of appropriate grammar and spelling.

- Use your software checks to proof all written work before it is submitted.
- APA 6th Edition format is preferred; however, other disciplines may use other formats (E.g. AMA).
- Microsoft Word (.doc or .docx) or Rich Text Format (.rtf) is required.
- Font/Size required – Arial 10 pt or Times Roman 12 p
- All work submitted must have your name and the course number and assignment title. Work submitted without proper labeling will have 1 point deducted from the total possible.
- Work submitted with excessive grammar and/or spelling errors will be returned for revision and have ‘Late Assignment’ points deducted from the total possible if re-submitted past the due date.

**Submitting Assignments.** Assignments are submitted in the Assignment area of Blackboard (Bb). Some assignments will also be ‘published’ so that additional feedback can be shared with classmates in a designated Discussion area.

**Late Assignments:** Work submitted late will have 5 points deducted from the total possible, *regardless of the reason.*

**Grading:** There are a total of 800 points in the course. Points are divided using the percentages below:

<table>
<thead>
<tr>
<th>Category &amp; Learning Activities</th>
<th>Point Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>- Discussion Board (min of 10 @ 10pts)</td>
<td>100</td>
</tr>
<tr>
<td>Individual Work</td>
<td></td>
</tr>
<tr>
<td>- “The Best &amp; Worst” Reflection</td>
<td>20</td>
</tr>
<tr>
<td>- Initial Statement of Teaching Philosophy (S/U grade)</td>
<td>S/U</td>
</tr>
<tr>
<td>- Final Statement of Teaching Philosophy</td>
<td>80</td>
</tr>
<tr>
<td>- Journal Article Analyses (5 @ 20)</td>
<td>100</td>
</tr>
<tr>
<td>- Case Study Exams (2 @ 100)</td>
<td>200</td>
</tr>
<tr>
<td>- Microteaching Project</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>

**Point → Letter Grade Conversion**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>1000 – 930</td>
</tr>
<tr>
<td>B</td>
<td>83 – 92</td>
<td>929 -830</td>
</tr>
<tr>
<td>C</td>
<td>73 - 82</td>
<td>829 – 730</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
<td>&lt; 730</td>
</tr>
</tbody>
</table>

**Graduate School Grading Policy:**
A Graduate student who accumulates three (3) grades of C or *any* grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

**Academic Conduct:**
The following is WCU’s Academic Honesty Policy as delineated in the Student Handbook:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the Graduate School.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office’s website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp)
Western Carolina University  
College of Health & Human Sciences  
School of Health Sciences  
Master of Health Sciences (MHS) Program

MHS 534: Training & Development in Health Care Organizations:  
Focus on Worksite Wellness, Health Promotion & Education

Instructor:  
Dr. Marianne Hollis  
HHS – Room 440  
Office Phone: 828-227-2660  
 Prefer use of Blackboard (Bb) Email  
mhollis@email.wcu.edu

Online Class Format: Pre-recorded lecture material will be provided on the week’s topic. Each week’s Learning Module will give instructions for readings, assignments and other activities to be accomplished during the week. To facilitate additional communication, two (2) ‘live’ sessions open for student questions and discussion will be scheduled on selected Thursdays, during a time in the evening mutually negotiated with the class and Instructor. Other conference times with instructor are encouraged and can be scheduled by appointment.

Office Hours: Tuesdays, 4-6pm and Thursdays 2-5pm. Also by appointment (phone/chat online)

Catalog Description: Techniques used in designing programs and activities to improve effectiveness of hospitals and other health-service delivery organizations as delineated by organizational needs, culture, and strategic plan.

General Description: This graduate level distance course is designed for students in the behavioral, social and public health sciences involved with organizational training and development activities in a variety of healthcare and health services agencies.

Emphasis this semester will be on the analysis, application and evaluation of basic concepts/models related to worksite wellness, health promotion and educational activities; focusing on the role of the training and development professional to create learning systems and environments that

Instructor reserves the right to change the syllabus
motivate employees and contribute to their health and wellness thus impacting the performance objectives of the organizations they serve.

The '7 Dimensions of Wellness' model will be used as a framework for course activities and assignments. Course products may include but are not be limited to the following: analysis of health assessment tools for use in the worksite, evaluation of worksite wellness program models, development of worksite wellness activities and analysis of the professional literature in the field.

Textbook: No Required Textbook – Selected Materials will be provided as well as student acquired materials for discussion and analysis

Additional required readings in Blackboard (Bb) are noted on the class schedule.

Course Objectives**: Upon successful completion of this course, the graduate student will be able to:

1. Compare/contrast the current models/trends in worksite wellness, health promotion and education
2. Identify and discuss the major phases of health promotion development used in health care and other health services organizations
3. Participate in a health needs assessment appropriate to a worksite wellness program initiative
4. Analyze the role of health education professionals in improving organizational performance through worksite wellness activities
5. Design and develop an individualized professional development plan (PDP) using reflection, interaction and searching available resources
6. Engage in collegial discussions which display use of inquiry and evidence-based skills in worksite wellness, health promotion and education
7. Evaluate a worksite wellness and health promotion strategies using the ‘7 Dimensions of Wellness’ model and other appropriate program evaluation tools

**Course objectives align with the portions of the following five (5) areas of the Seven Areas of Responsibility of Health Educators of the National Credentialing Center for Health Education (NCCHE). [http://www.nchec.org/](http://www.nchec.org/)

Area I – Assess Individual and Community Needs for Health Education
Area II – Plan Health Education Strategies, Interventions and Programs
Area IV – Conduct Evaluation and Research Related to Health Education
Area VI – Serve as a Health Education Resource Person
Area VII – Communicate and Advocate for Health and Health Education

Interested Health Education students should pursue the Certified Health Education Specialist (CHES) certification after completion of their degree.

Learning Environment and Activities: Active participation in Blackboard (Bb) is an expectation of this course. Students report logging into a course 2-3 times a week works best to keep up with course work and post on a regular basis.

Discussion: Topics will be associated with content areas each week; either linked to an assigned reading or activity or both. The primary focus of online discussion is for graduate students to share perspectives with one another as part of both instructor and student-generated questions and comments.
All students are expected to respond to both discussion-starters posted by the instructor, and to one another in each discussion topic. A general rule of thumb is to make three supported (not opinions) responses to each discussion question, unless specifically directed otherwise by the discussion topic instructions. These can take the form of critical comments, sharing of discipline-specific research findings or websites, further questions or relating experiences in your actual workplace setting.

The instructor will act as a moderator and facilitator rather than taking a directing role in these discussions. However, the instructor will monitor discussions regularly during the week. If the discussion needs redirection, or asks specific questions that require it, the instructor will do so. If a student is not engaging in the discussion, the instructor will contact them privately.

Grading of online discussions will be based on:
1. Timeliness of comments (don’t wait to post on the last day),
2. Focus on the topic, integration of other responses, and
3. Thoughtful analysis of the question/topic supported by readings, website information or peer-reviewed findings.

Opinions, while easy to come by, may or may not be supported by the readings, existing literature or documented information. Analysis includes, but is not limited to, pointing out support for or inconsistencies within the article or reading, formulation of new ideas on the subject based on published sources, and relating source information to real-life situations in workplace situations. Informal feedback to assist students in reaching expectations will be given as needed.

General expectations for the course:

1. Read all assigned material
2. Prepare for online discussions by reflecting critically about the assigned readings and current learning activities
3. Post substantive contributions to assigned discussion topics based on readings, group interaction and experience
4. Respond to classmates’ postings; sharing related research articles and/or pertinent website information.
5. Engage in activity which explores; analyzes; clarifies assumptions and concepts; critiques and provides feedback of classmates’ scholarly work
6. Demonstrate effective collaborative skills in written communications with classmates and instructor
7. Reflect critically on the worksite wellness and health promotion process; share observations and apply new knowledge to individual and worksire development activities

Email: Use of Blackboard (Bb) Email is preferred for course communications. All class announcements will be made in Blackboard (Bb) and also sent to your Catamount Email. If Blackboard (Bb) is unavailable, alternate Emails may also be used to send course information or announcement of an emergent nature. If you need to communicate information of a personal nature, use my WCU Email (mhollis@email.wcu.edu)

GoToMeeting™ -“Live” sessions: There will be two (2) GoToMeeting (GTM) sessions of approximately 2-1/2 hours in length during the semester. Each session will have time set aside for

Instructor reserves the right to change the syllabus
questions and discussion among the instructor and class members. At least one or both sessions will have a ‘guest presenter’ sharing their expertise in some area of worksite wellness and health promotion. While these sessions are NOT required, they do provide additional communication and collaboration. All GTM sessions will be archived and available for later listening/viewing. You should verify access to GTM by Monday, August 25, 2014 no later than 5 pm in the Discussion area designated for this purpose.

**Assignment Expectations:** All written work must reflect graduate level use of appropriate grammar and spelling.
- Use your software checks to proof all written work before it is submitted.
- APA 5th Edition format or AMA are acceptable.
- Microsoft Word (.doc or .docx) or Rich Text Format (.rtf) is required.
- Font/Size required – Arial 10 pt or Times Roman 12 pt
- All work submitted must have your name and the course number and assignment title. Work submitted without proper labeling will have 1 point deducted from the total possible.
- Work submitted with excessive grammar and/or spelling errors will be returned for revision and have ‘Late Assignment’ points deducted from the total possible if re-submitted past the due date.

**Submitting Assignments.** Assignments are submitted in Blackboard (Bb). Some assignments may also be required to be attached in a specific Discussion area for review and feedback by the class. Read the assignment guidelines carefully for submission instructions.

**Late Assignments:** Work submitted late, regardless of the cause, will have 5 points deducted from the total possible.

**Grading:** There are a total of 800 points in the course. Points are divided using the categories below:

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Point Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussion</td>
<td></td>
</tr>
<tr>
<td>• Discussion Board (10 @ 20pts)</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Discussion subtotal 200</td>
</tr>
<tr>
<td>Course Assignments:</td>
<td></td>
</tr>
<tr>
<td>• Analysis of Corporate Worksite Wellness case study (50 pts.)</td>
<td>50</td>
</tr>
<tr>
<td>• Analyze National/State/Local or Corporate support for worksite wellness programs (50 pts.)</td>
<td>50</td>
</tr>
<tr>
<td>• Health Assessment completion/analysis (50 pts.)</td>
<td>50</td>
</tr>
<tr>
<td>• Intervention plan for one health promotion issue (50 pts.)</td>
<td>50</td>
</tr>
<tr>
<td>• Professional Development Plan (PDP)* =200 pts.</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Assignments subtotal 400</td>
</tr>
<tr>
<td>Course Project:</td>
<td></td>
</tr>
<tr>
<td>• Worksite Health Promotion (WHP) program Evaluation (3 steps @ 50)*</td>
<td>150</td>
</tr>
<tr>
<td>• Worksite evaluation presentation to class (1 @ 50)</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Project subtotal 200</td>
</tr>
<tr>
<td></td>
<td>Total Points 800</td>
</tr>
</tbody>
</table>

_instructor reserves the right to change the syllabus_
* Separate Guidelines in Bb Assignment area

Points → Letter Grade Conversion

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>800 – 744</td>
</tr>
<tr>
<td>B</td>
<td>83 – 92</td>
<td>743 – 664</td>
</tr>
<tr>
<td>C</td>
<td>73 – 82</td>
<td>663 – 584</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
<td>&lt; 584</td>
</tr>
</tbody>
</table>

Graduate School Grading Policy:

- A Graduate student who accumulates three (3) grades of C, **OR any grade of F will be dismissed from The MHS Program and the Graduate School.**
- A student who has been admitted conditionally and fails to meet the terms of the conditional admission will also be dismissed from the MHS Program and the Graduate School.
- Students who have been dismissed may apply for reinstatement to the MHS Program and the Graduate School **one time.**
- Grades received in courses retaken after receiving either a ‘C’ or an ‘F’ will not be substituted, but will be averaged into a student’s overall GPA (E.g. F → A on 2nd attempt = C [2.0]).
- Graduate students must maintain a 3.0 GPA or higher to be eligible to complete the MHS Program and apply for graduation from WCU’s Graduate School.

For further review of academic policies and regulations, check the Graduate School website: [http://catalog.wcu.edu/content.php?catoid=27&navoid=513](http://catalog.wcu.edu/content.php?catoid=27&navoid=513)

Academic Conduct:
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b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

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Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade

*Instructor reserves the right to change the syllabus*
of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the Graduate School.

Student Educational Services

Literature Resources

Ann Hallyburton is our research librarian
Phone: 828-227-7465
Email: ahallyb@wcu.edu

http://researchguides.wcu.edu/healthcare is a website area set up by Ann to help you find appropriate articles

Writing and Learning Commons
The WaLC, located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274.

Smarthinking
Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC’s online resources. This link takes you to the Smarthinking webpage with additional information, a student handbook and informative YouTube video.

Student Support Services
Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

Instructor reserves the right to change the syllabus
Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences (MHS) Program

MHS 536: Education Technology in Health Sciences

Course Instructor
Melisa Martin, MIIS, EMT-P
School of Health Sciences
Assistant Professor, Emergency Medical Care Program
Clinical Education Coordinator
Office: Health and Human Sciences Building 412
Office Phone: (828) 227-2661
Cell Phone (828) 736-6923
Fax: (828) 227-7446
Office Hours: As needed via electronic mail, phone, discussion board, or virtual classroom
Electronic mail: mmartin@email.wcu.edu

Catalog Description: Students will experience a wide array of technology applications in order to deliver written, oral, and electronic information appropriately in the allied health field.

General Description: This course is designed for graduate students to learn experience and apply a wide array of technology applications to written, oral, and electronic educational information appropriately and cost-effectively.

Text and Materials: No formal required text(s), required readings are posted on Blackboard during the semester.

Technology Requirements: Students are required to have the following computer equipment and computer operating systems using Windows.* Contact Melisa Martin if you have questions about your current capabilities.
### WCU Minimum PC Laptop / Tablet Specifications

<table>
<thead>
<tr>
<th>Minimum Specifications</th>
<th>Laptop</th>
<th>Tablet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor Speed</td>
<td>Minimum 2.1 GHZ</td>
<td>Minimum 2.1 GHZ</td>
</tr>
<tr>
<td>Operating System</td>
<td>Least Expensive Microsoft Operating System *Note: Enrolled students qualify for upgrade to Windows 7 Ultimate</td>
<td>Least Expensive Microsoft Operating System *Note: Enrolled students qualify for upgrade to Windows 7 Ultimate</td>
</tr>
<tr>
<td>Memory</td>
<td>Minimum 4GB</td>
<td>Minimum 4GB</td>
</tr>
<tr>
<td>Storage</td>
<td>250 GB</td>
<td>250 GB</td>
</tr>
<tr>
<td>Optical Drive</td>
<td>Dual-Layer DVD+-RW</td>
<td>Dual-Layer DVD+-RW</td>
</tr>
<tr>
<td>Video Card</td>
<td>At least 128 MB Integrated</td>
<td>At least 128 MB Integrated</td>
</tr>
<tr>
<td>Network Card</td>
<td>Integrated 10/100/1000 Ethernet card</td>
<td>Integrated 10/100/1000 Ethernet card</td>
</tr>
<tr>
<td>Battery</td>
<td>Primary 6-Cell Lithium Ion Battery</td>
<td>Primary 6-Cell Lithium Ion Battery</td>
</tr>
<tr>
<td>Microsoft Office Suite</td>
<td>Enrolled students qualify for MS Office Professional for FREE!</td>
<td>Enrolled students qualify for MS Office Professional for FREE!</td>
</tr>
<tr>
<td>Wireless</td>
<td>Wireless Connectivity is REQUIRED for laptops</td>
<td>Wireless Connectivity is REQUIRED for laptops</td>
</tr>
<tr>
<td>AntiVirus</td>
<td>Up to Date Antivirus is REQUIRED Note: Enrolled students qualify for Symantec Endpoint Protection antivirus for FREE!</td>
<td>Up to Date Antivirus is REQUIRED Note: Enrolled students qualify for Symantec Endpoint Protection antivirus for FREE!</td>
</tr>
</tbody>
</table>

### WCU Minimum Mac Laptop Specifications

<table>
<thead>
<tr>
<th>Minimum Specifications</th>
<th>Mac Book Air</th>
<th>Mac Book Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor Speed</td>
<td>Minimum 1.6 GHZ</td>
<td>Minimum 2.3 GHZ</td>
</tr>
<tr>
<td>Operating</td>
<td>Mac OS X Lion</td>
<td>Mac OS X Lion</td>
</tr>
<tr>
<td>System</td>
<td>Minimum 4GB</td>
<td>Minimum 4GB</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Memory</td>
<td>128 GB Flash Storage</td>
<td>320 GB</td>
</tr>
<tr>
<td>Optical Drive</td>
<td>Double-Layer SuperDrive. Must be added to configuration. Not included by default.</td>
<td>Double-Layer SuperDrive</td>
</tr>
<tr>
<td>Network Card</td>
<td>USB Ethernet Adapter Required. Must be added to configuration. Not included by default.</td>
<td>Integrated 10/100/1000 Ethernet</td>
</tr>
<tr>
<td>Battery</td>
<td>Lithium-Polymer Battery</td>
<td>Lithium-Polymer Battery</td>
</tr>
<tr>
<td>Microsoft Office Suite</td>
<td>Enrolled students qualify for MS-Office Professional for FREE!</td>
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</tr>
</tbody>
</table>

**WCU Technology Resources:**

- Call the Help Desk: (828)227-7487 or Toll Free at 866-WCU-7ITS
- IT Website
- Hours of Operation:
  - Monday-Thursday, 8am-8pm
  - Friday, 8am-5pm
- Email: ithelp@email.wcu.edu
- Login to Self Help: IT Self-Service

**Hunter Library:**

- Call the Library: (828) 227-7485 or Toll-free (866) 928-5424
- Library Website
- Hours of Operation
- Contact Librarian
- Ann Hallyburton, Reference librarian, Health Sciences Liaison:
828-227-3418
ahallyb@email.wcu.edu

Course Objectives:
Upon successful completion of this course, the student will:
1. Use various computer applications, including word processing, spreadsheets, databases, simulations, graphics packages, telecommunications, and multimedia applications.
2. Utilize technology to assist in:
   a. The delivery of curriculum content
   b. Clinical/Worksite/Agency education documentation & evaluation
   c. Clinical/Worksite/Agency instruction of Health Science Students/Professionals
   d. Patient/Client/Employee Education
   e. Educational Websites
   f. Classroom Instruction
   g. Continuing Education Presentations & Workshops
3. Create and organize an MHS Learning Blog to showcase reflections, projects, and other content created while in the MHS program
4. Identify and apply resources for professional growth and development in the field of educational technology
5. Conceptualize the evolving definitions of educational technology through a digital poster
6. Identify and apply trends in educational technology applicable to your own classroom.
7. Compare issues of digital divide and digital inequalities
8. Integrate digital technologies to retrieve, organize, and share resources
9. Apply RSS technologies
10. Summarize research in educational technology
11. Identify elements of technology use planning
12. Evaluate your school’s current technology environment.

Evaluation: Each student will complete the following assignments.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Completion (Pre and Post)</td>
<td>20 (10 points each)</td>
</tr>
<tr>
<td>Introduce yourself Video</td>
<td>100</td>
</tr>
<tr>
<td>Learning Blog discussion posting</td>
<td>100</td>
</tr>
<tr>
<td>PowerPoint Presentation Glog Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Recorded Lecture</td>
<td>100</td>
</tr>
<tr>
<td>Assessment Tool Digital Inequality Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Spreadsheet Project (Excel Activity) Horizon Report Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Tech Trends Lesson Plan</td>
<td>100</td>
</tr>
<tr>
<td>Zotero Assignment(s)</td>
<td>50</td>
</tr>
<tr>
<td>RSS Feeds Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Technology use planning overview</td>
<td>100</td>
</tr>
<tr>
<td>School evaluation summary</td>
<td>50</td>
</tr>
<tr>
<td>Favorite Links</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Points 1000
Grading: Grading is based on a total points received/total points possible system. The following grading scale will be used to determine the final course grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>1000 – 930</td>
</tr>
<tr>
<td>B</td>
<td>83 – 92</td>
<td>929 – 830</td>
</tr>
<tr>
<td>C</td>
<td>73 - 82</td>
<td>829 – 730</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
<td>&lt; 730</td>
</tr>
</tbody>
</table>

A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

Projects & Assignments: "Everything is negotiable before but very little is negotiable after the fact."

Assignment Expectations: All written work should reflect graduate level use of appropriate grammar and spelling.
- Use your software checks to proof all written work before it is submitted.
- APA 6th Edition format is required.
- Microsoft Word (.doc or .docx) or Rich Text Format (.rtf) is required for narrative work
- Font/Size required – Arial 10 pt or Times Roman 12 pt for narrative work
- All work submitted must have your name and the course number and assignment title. Work submitted without proper labeling will be returned.
- Work submitted with excessive grammar and/or spelling errors will be returned for revision and have 2 points deducted from the total possible.

All assignments must be successfully completed prior to the course’s conclusion in order to receive a grade for the course. All assignments should be submitted using the digital drop box on Blackboard, Google Docs, and/or the students Learning Log. Please do not submit projects or assignments via electronic mail without prior approval of the instructor.

**Course objectives align with the following two (2) of the Seven Areas of Responsibility of Health Educators of the National Credentialing Center for Health Education (NCCHE).
http://www.nchec.org/:

Area VI – Serve as a Health Education Resource Person
Area VII – Communicate and Advocate for Health and Health Education

Interested students may pursue the Certified Health Education Specialist (CHES) certification after completion of their degree.
Assignments for this course have been aligned to the Standards for the Accreditation of School Media Specialist and Educational Technology Programs.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 3.1 Media Utilization | Introduce Yourself Video  
Evolution Glog Assignment  
Tech Trends Lesson Plan  
RSS Feeds Assignment  
Zotero Assignment |
| 3.2 Diffusion of Innovations | Digital Inequality Presentation Assignment |
| 3.3 Implementation and Institutionalization | Tech Trends Lesson Plan  
Digital Inequality Presentation Assignment  
School Evaluation Summary |
| 3.4 Policies and Regulations | Digital Inequality Presentation Assignment  
School Evaluation Summary |
| 4.1 Project Management | Digital Inequality Presentation Assignment  
School Evaluation Summary |
| 4.2 Resource Management | Digital Inequality Presentation Assignment  
School Evaluation Summary |
| 4.3 Delivery System Management | RSS Feeds Assignment  
Zotero Assignment |
| 4.4 Information Management | Zotero Assignment  
RSS Feeds Assignment |
| 5.1 Problem Analysis | School Evaluation Summary |
| 5.3 Formative and Summative Evaluation | School Evaluation Summary |
| 5.4 Long-Range Planning | Technology Use Planning Overview  
School Evaluation Summary |

**Late Assignments:** Work submitted late will have 5% deducted from the total possible, regardless of the reason.

**Attendance:**
Students are expected to keep pace with the material as it is delivered. The content is cumulative, and students who fall behind put themselves at a serious disadvantage. In circumstances of illness or family emergency, the instructor should be notified immediately if a student expects he or she may fall behind.

**Accommodations for Students with Disabilities:**
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
**Academic Conduct:**
The following is WCU's Academic Honesty Policy as delineated in the Student Handbook:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the Graduate School.

**Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Connections and Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ONE</td>
<td>Kandogan Chapter 2 People and Technology Today: Some Educational Implications Standards for the Accreditation of School Media Specialist and Educational Technology Programs.</td>
<td>Technology Survey Pre Introduce yourself Video</td>
</tr>
<tr>
<td>Module 2: Defining Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO</td>
<td>Blessing, et.al Part I The Partnership for</td>
<td>Learning Blog discussion posting PowerPoint Presentation Glog</td>
</tr>
<tr>
<td>Module 3: Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>THREE</td>
<td>A randomized trial of an online lecture with and without audio Technology and ethical/moral dilemmas of higher education in the twenty-first century The student with a thousand faces: from the ethics in video games to becoming a citizen</td>
<td>Recorded Lecture</td>
</tr>
<tr>
<td>FOUR</td>
<td>Spring Chapter 5 Degrees of Digital Division: reconsidering Digital Inequalities and Contemporary Higher Education Digital Inequality Among University Students in Developed Countries and its Relation to Academic Performance</td>
<td>Assessment Tool Digital Inequality Presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 4: Trends</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FIVE</td>
<td>ITunes University and the classroom: Can Podcasts replace Professors? Horizon report for 2013</td>
</tr>
<tr>
<td>SIX</td>
<td>Spring Chapter 7 Blessing, et. al Part II Asynchronous</td>
</tr>
<tr>
<td>Module 5: Educational Technology and Research</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>SEVEN</strong></td>
<td></td>
</tr>
<tr>
<td>Collaboration and Technology for Authentic Research Projects</td>
<td></td>
</tr>
</tbody>
</table>
A study on the role of Web technology in enhancing research pursuance among university academia |
The role of theory in learning technology evaluation research |
| Zotero Assignment                           |

<table>
<thead>
<tr>
<th>Module 6: Technology Usage and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EIGHT</strong></td>
</tr>
<tr>
<td>Evidence and Evaluation in learning technology research</td>
</tr>
</tbody>
</table>
A collaborative evaluation of an online informal learning program |
Guidebook for Developing an Effective Instructional Technology Plan |
Technology Planning Articles link |
Developing Effective Technology Plans |
| Technology use planning overview |
School evaluation summary |

<table>
<thead>
<tr>
<th>NINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maturity Model Benchmarks</td>
</tr>
</tbody>
</table>
School evaluation summary |
Technology Survey Post |
These texts are available through the library and can be accessed online through the eBook collection.


**Pre & Post Survey:**

Each student will complete a survey both at the start of the semester and upon completion of the course. The Pre survey will give the instructor(s) an idea of you understanding of computers and comfort level/experience with software. Each student upon completion of the Pre Survey will be categorized as either a beginner, intermediate, or advanced user.

**Introduce Yourself Video:**

1. Video provides a good introduction about student (20 points)
   a. Name
   b. Location
   c. Employment/Specialties
   d. Research Interests
   e. Hobbies
2. Video includes discussion of why student is pursuing a degree in MHS (20 points)
3. Video includes discussion of what student hopes to achieve in program (20 points)
4. Video has excellent audio and video quality (40 points)

Students may choose to record their video using any available site or resource. Videos will be uploaded to YouTube. Videos may be kept private and can be deleted once the course is over. Students will share the link to their introduction with the instructor and class. Students are encouraged to provide constructive criticism on all videos.

**Learning Blog discussion Posting:**

Go to blogger.com/start and click on quick tour and then video tutorial. Create your blog account on Blogger.com and create a blog where you can relate your learning throughout this course. Please feel free to be creative with the use of titles and images. You may discuss any aspect of the course that is current at that time including assignments, readings, and resources. The expectation is that you will continue to post throughout the course, completing a minimum of 5 postings in addition to posting all remaining assignments either directly or through the use of links.
PowerPoint Presentation Glog Assignment:

Using PowerPoint create a one slide glog (graphical blog). **Glog must be posted to your BLOG!**
Create either an educational technology history (explains how educational technology has changed) or use the glog to answer one of the following:
1. How do you use educational technology to teach?
2. How does the use of technology affect your learning?
3. What types of technology do you use to teach and what is the impact on student learning?
4. Where do you see technology taking your profession/education in the next 5 years?

Recoded Lecture:

Students will complete this assignment using either GotoMeeting or Camtasia (free trial is available for 30 days). Students will also need to sign up for a google drive account (they may be too large to upload to Learning Blog), so that they may upload their videos (upload to Google Drive) and share them with the class via hyperlinks. **Links to videos should be posted on student Blogs.**

Students may choose to create a short 10 minute video on one of the following:
1. An introduction to their given profession
2. A “How To” video on a skill that directly relates to their profession
3. Plagiarism in online education and how to address it
4. Indiscriminate use of technology to the detriment of other skills
5. Anonymity and falsehoods in online education
6. Use of Social Networking Sites in education

A corresponding PowerPoint presentation is not required but may be beneficial to the class as the videos are reviewed.

Assessment Tool Digital Inequality Divide:

Students will create a narrated presentation and an assessment tool on ONE aspect of the digital divide. The narrated presentation can be created using GotoMeeting, Camtasia, or Author Stream. **The presentation and tool should be linked to the students Learning Blog.** The assessment tool can be created in any format desired by the student (survey monkey, excel, imbedded camtasia quiz, etc…)

Horizon Report Excel Activity:

After reviewing the **horizon report for 2013**, students will create a spreadsheet that discusses the 12 emerging technologies. Information must include the technology, current usage, potential/forecasted usage, Accreditation of School Media Specialist and Educational Technology Programs standards met, and any special considerations (for example: literacy or cost). **Spreadsheet must be posted to the Learning Blog.**
Tech Trends Lesson Plan:

Students will use one of the emerging technologies and create a lesson plan based on the use of said technology. This lesson plan will be created/uploaded and shared with fellow classmates using Googledocs. In addition, it will be posted on the students learning blog with the following information: First and Last Name, Lesson Plan Name, Summary of Lesson (150 words max), Tech Tool used, URL to published lesson, any other appropriate comments.

Lesson plans must include the following:
- Intended Audience
- Subject
- First and Last Name
- Overview and Purpose
- Educational Standards
- Objectives
- Needed Materials
- Information on Lesson
- Verification of student learning
- Activity
- Notes

Zotero Assignment:

Contract effective searches and use your computer efficiently

1. Explore Zotero
   - Go to http://zotero.org and watch other videos on the home page.
   - View the Zotero screencast tutorials as needed on http://www.zotero.org/support/screencast_tutorials
   - Download and read through the Zotero Guide as needed (published by George Mason University.)

2. Install Zotero

3. Search for research studies and save to your Zotero library
   - Identify at least five peer-reviewed research articles from reputable journals and save them to your Zotero library.
   - Set your Zotero Preferences to automatically use American Psychological Association 6th Edition as your Default Output Format. Click the little cogwheel in the Zotero panel and select “Preferences.”
   - Select the “Export” tab and then click the drop-down box, selecting American Psychological Association 6th Edition. That way, whenever you select resources for Zotero to format, it will always automatically select this style.

4. Select 5 resources you located and saved to your Zotero library, right-click and select “Create bibliography from selected items.”

5. Select copy to clipboard and make sure you have APA selected for the style type.

6. Check the formatting.

7. Upload to your learning blog, either directly or through a link to Google docs.
RSS Feeds Assignment:

Gather a list of RSS feeds that are important to your field of work. Post these to your Learning Blog. In addition, create a list of ten ideas for how those RSS feeds can be used to further your field of work or education. Both the list feeds and uses are to be posted on your Learning Blog either directly or through a link to Google Docs.

Technology Use Planning Overview:

1. Download the Guidebook for Developing an Effective Instructional Technology Plan, (Version 2.0 is free). Read through the guidebook as it provides the basic components of an effective technology plan.
2. Peruse the articles at the Technology Planning Articles link. A good article to start with is “Developing Effective Technology Plans,” where See recommends developing SHORT TERM technology plans. He says five year plans are too long. Read this article with a critical eye and respond to some of his ideas. Would you agree/disagree and why?
   A. Start with defining technology use planning—how would you describe it?
   B. How might the new National Educational Technology Plan 2010 be an effective and powerful resource for technology use planning?
   C. Do you agree with See about tech use plans needing to be short, not long term?
   D. What do you think about his comment that “effective technology plans focus on applications, not technology?”
   E. Do you agree/disagree?
   F. What experiences have you had with technology use planning and what have you seen for outcomes (both good and bad?)

School Evaluation Summary:
Evaluate either the school for which you teach or the school that you for technological maturity using the Maturity Model Benchmarks and the Accreditation of School Media Specialist and Educational Technology Programs standards. Create either an excel spreadsheet or a written report and post it to your learning blog.

Favorite Links:

Each student will post a web site link/address dealing with education and technology on the Discussion Board. In addition, the student will provide a brief discussion of the value of the site for review by his/her peers. Website links may include technology sites, health science sites, allied health professional sites or educational sites. However, the value of each site should be of interest to the majority of students enrolled in the course. For example, a site dedicated to employment in Nursing would not be acceptable. Conversely, a site dedicated to technology in teaching could be universally applied to any setting and would be appropriate to all students enrolled in the course.
Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences (MHS) Program

MHS 538: Program Planning & Evaluation in Health Sciences

Instructor:
Dr. Marianne Hollis
mhollis@email.wcu.edu
HHS Rm. 440
Campus phone: 828-227-2660

Class Meetings: While there are no scheduled class meetings in this online course, pre-recorded Go-To-Meeting (GTM) pre-recorded lectures, content segments and/or guest interviews will be posted for most weeks in the course. These will be archived and posted in the appropriate weekly Learning Module. See separate course schedule.

Virtual Office Hours: GTM virtual office hours will be held on selected Mondays or Thursdays between 4 – 6 pm (schedule will be provided); or by appointment, by phone or in person.

Catalog Description: Theories and principles of program planning and evaluation in clinical, work site, and community settings; focusing on systematic approaches to assess program effectiveness and quality decision-making.

General Course Description: This online graduate course provides an overview of health program planning, implementation and evaluation methodology; systematic approaches to process, impact and outcome evaluation of health programs; application of research design, data collection, and statistical measures to assess program effectiveness and enhancement of quality decision-making in health care delivery and community health promotion programs.

ISBN: 978-1-2840-2824-2. (A companion website is also available using the information contained in your textbook. If you have difficulty accessing this website, go to www.jblearning.com)

Learning Objectives: At the successful completion of the course the graduate student will be able to:

- Describe the purpose and context of health program development and evaluation.
- Examine the different roles of the evaluator and the potential ethical dilemmas
- Discuss the four perspectives in conducting a community health assessment.
- Differentiate the elements of program theory of evaluation (process and effect components)
- Identify the basic steps in program evaluation
- Distinguish between different levels of program evaluation design
- Demonstrate appropriate use of valid and reliable measures in evaluations
- Distinguish types and methods of cost-effective analyses
- Construct an evaluation design of a clinical, community health or health promotion services program

Instructor reserves the right to change the syllabus
**Course objectives are aligned with the following four (4) of the Seven Areas of Responsibility of Health Educators of the National Commission for Health Education Credentialing (NCHEC).**
http://www.nche.org/

*Area I – Assess Individual and Community Needs for Health Education;*
*Area II – Plan Health Education Strategies, Interventions, and Programs;*
*Area IV – Conduct Evaluation and Research Related to Health Education; and*
*Area VII – Communicate and Advocate for Health and Health Education*

*Students in the Health Education concentration may sit for the Certified Health Education Specialist (CHES/MCHES) certification after completion of their degree.*

**Learning Environment and Activities:** Participation in the Blackboard (Bb) environment is a major percentage of your semester grade. The Instructor will monitor participation. Anticipate active engagement in Blackboard (Bb) activities 2-3 days/week at a minimum.

**General expectations for the course:**
1. Read all assigned material
2. Prepare for on-line discussions by reflecting critically about the assigned and ‘discovered’ readings
3. Contribute substantive discussion postings based on readings, group interaction and experience; share related research, journal articles or pertinent website information
4. Participate actively in course discussions which explore, analyze, critique, evaluate and synthesize theory, assumptions and input of class members; provide supportive rationale of your postings from the literature or readings
5. Engage in the group work through appropriate activities (e.g., documented feedback sessions) and support of group members in the design and production of an individual program planning and/or evaluation plan for a health program at the appropriate level of the public health pyramid.

**Email:** Use of Blackboard ‘Send Email’ link is preferred for course communications. This link/tool is set up in the course under the ‘Communications’ subheading. Email sent to me from the course comes directly to my WCU Email address. I check Email multiple times each day of the regular work week (M-F). If Email will not be available for any period of time (e.g. traveling) I will notify the class in advance.

**Individual Evaluation Project:** Each student will prepare an evaluation project this semester using a series of project reports aligned with the course content. Separate guidelines for this project (*Evaluation Project Guidelines*) are posted in the Course.

**Group Work:** Work groups are formed during the 2nd week of the course. Group work this semester will consist primarily of ongoing support, feedback and critique of each member’s individual evaluation projects. There is NO group project required. These activities are designed to develop collaboration and constructive feedback skills – essential in the evaluation process, work settings and... graduate school! Group members will use the *Evaluation Project Guidelines* as a means to provide feedback to each other.

Your group should meet at least four (4) times this semester. These group meetings can be coordinated with the Project Report deadlines; an initial meeting would be useful to develop a process for discussing possible programs to evaluate; as well as sharing and learning from subsequent feedback and critique activities. Previous groups have used a rotation schedule so that everyone has the opportunity to see/discuss everyone’s work in the group. Contact the instructor if your group would like an example of such a rotation.

*Instructor reserves the right to change the syllabus*
You may meet in the GO-TO-MEETING (GTM) Classroom (or in person or phone conference if better for the group). There is no set time limit for a group session. A ‘Facilitator’ role (rotated among group members) can be helpful to groups in organizing activities, maintaining focus and the flow of your group’s meeting time.

**Group session credit:** Some work groups may choose to meet in person (or phone conference). In order to receive ‘group credit’, the Facilitator (or designated group/pair member) must send an Email to the Instructor stating who met, a brief summary of the discussion, and any issues/questions addressed during the session. The Instructor will respond directly to questions posed by the group members.

At the end of the semester, each student will load their individual projects into Blackboard (Bb) during one of two designated weeks so other students may review, ask questions and provide feedback in advance of each student submitting their final project submission.

**GO-TO-MEETING (GTM) – lecture/audio conferencing:** To make sure your computer is ready to access the recorded lectures and guest presentations – review the GTM tutorials and “set up Wizard”

*You may need an audio headset with a microphone to fully access GO-TO-MEETING (GTM).* These can be purchased at many retail stores for approximately $30 or less. Newer computers or devices have higher quality microphones and speakers as part of their hardware.

**Discussion:** Topics are posted to coincide with most weeks of the semester. The primary focus of online discussion is for graduate students to share perspectives with one another as part of both instructor and student-generated questions and comments. Reading the assigned textbook and/or posted readings for the week is important as these will be the basis for each topic. The quality of your postings will contribute to your understanding of the topic, building class knowledge and your overall participation grade.

Students are expected to respond to discussion-starters posted by the instructor, and also to one another within the discussion topics. A general rule of thumb is to make supported (not opinions) responses to each discussion question, unless directed otherwise by the discussion topic instructions. These can take the form of critical comments, sharing of discipline-specific research findings, web links, posing additional questions or relating experiences in your actual workplace setting.

The instructor acts as a moderator and facilitator rather than taking an active role in these discussions. However, I will be reading and following discussions closely. If the discussion needs redirection, or asks specific questions that require it, I will do so. Grading of online discussions will be based on a rubric with the following categories: timeliness, critical thinking, relevance of post, contribution to class process, initiative and completeness of response. The complete rubric and description of point values are posted in the course and linked with each graded Discussion topic.

**Evaluation Analyses (EA):** Students will analyze five (5) peer-reviewed articles on healthcare or health services programs provided for individuals and/or community or niche groups. The purpose of these analyses is to build your skills in identifying and critiquing key elements of the program planning and evaluation processes over the course of the semester. Separate guidelines are posted in the course. These guidelines are the basis of the scoring rubric available for each evaluation analysis assignment.

**Assignment Expectations:** All written work should reflect graduate level grammar and spelling.

- Use software checks to proof all written work before it is submitted.
- Work submitted with excessive grammar and/or spelling errors will be returned for revision and have 2 points deducted from the total possible for that assignment.

*Instructor reserves the right to change the syllabus*
Fall Semester - 2013

- Microsoft Word (.doc, .docx) or Rich Text Format (.rtf) is required.
- Font/Size required – Arial 10 pt or Times Roman 12 pt
- All work submitted must have your name and the course number and assignment title. Work submitted without proper labeling will be returned for revision the first time; 2 points will be deducted for each subsequent omission.

**Submitting Assignments:** All student work products are submitted in Blackboard (Bb). If Bb/WCU server is unavailable, assignments can be sent to the Instructor via WCU Email. Please do not send duplicate submissions.

**Late Assignments:** Work submitted late will have **5 points** deducted from the total possible, **regardless of the reason**.

**Grading:** There are a total of 930 points in the course. Points are divided using the categories & point divisions below:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Work</td>
<td></td>
</tr>
<tr>
<td>Health Program ‘Scavenger Hunts’</td>
<td>n/g*</td>
</tr>
<tr>
<td>Discussion Board (10 @ 30 = 300)</td>
<td>300</td>
</tr>
<tr>
<td>Evaluation Analyses (5 @ 50 = 250)</td>
<td>250</td>
</tr>
<tr>
<td>Program/Agency ID for project work</td>
<td>50</td>
</tr>
<tr>
<td>Project Report I</td>
<td>75</td>
</tr>
<tr>
<td>Project Report II</td>
<td>75</td>
</tr>
<tr>
<td>Final Project Report</td>
<td>100</td>
</tr>
<tr>
<td>Group Work</td>
<td></td>
</tr>
<tr>
<td>Documentation of feedback to Group members (4 @ 20=80)</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>930</strong></td>
</tr>
</tbody>
</table>

*non-graded exercise

**Point → Letter Grade Conversion:** The MHS Program uses the grading scale below and is in compliance with Graduate School Policy by having no ‘D’ grade designation.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>930 - 865</td>
</tr>
<tr>
<td>B</td>
<td>83 - 92</td>
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</tr>
<tr>
<td>C</td>
<td>73 - 82</td>
<td>771 - 679</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
<td>&lt;679</td>
</tr>
</tbody>
</table>

**Graduate School Grading Policy:**
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School and the MHS program. A student who has been admitted conditionally and fails to meet the terms of the conditional admission will also be dismissed from the Graduate School.

**Academic Conduct:**
The following is WCU’s Academic Honesty Policy as delineated in the Student Handbook:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

*Instructor reserves the right to change the syllabus*  4
a. **Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

- **Facilitation of Academic Dishonesty**—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the Graduate School.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: [http://www.wcu.edu/academics/campus-academic-resources/disability-services/](http://www.wcu.edu/academics/campus-academic-resources/disability-services/)

_Instructor reserves the right to change the syllabus_
Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences (MHS) Program

MHS 540 – Health Communications

Dr. Brian Raming, NREMT-P
HHS 424
Office phone: 828-227-3510
bwraming@email.wcu.edu
Emergency cell number: Between 9am and 8pm - 910-220-2406

Class Meetings: GoToMeetings – See course calendar.

Office Hours at home office: Monday - Thursday, 10:00am-2:00pm; and by appointment.

Skype: My Skype screenname is brianraming. I use Skype for all office hours. I also have Skype on whenever I am at the computer and available to students outside of my office hours.

Catalog Description: Overview of social marketing as the basis for developing health communications between providers and consumers

General Description: This graduate level course focuses on health communications that use applied public health concepts, strategies and techniques to “inform and influence... decisions”. Topics will include an introduction to public health communication, planning frameworks, health literacy and reporting the science; communication for policy/advocacy purposes; the role of theory; strategic health communications planning; use/development of media; and evaluating health communication programs. Students will design and develop a health communication plan on the topic/issue of their choice in consultation with the instructor.

Textbook Information: There are three (3) required texts for this course; however, both are available free of charge at the links provided below. You may print or use in their PDF format.

Theory at a Glance:

Making Health Communication Programs Work:

Course Objectives: Upon successful completion of this course, the student will:

- Apply health education/promotion theories and planning models to health communication.
- Identify and understand communication networks and how they influence mass communication.
- Translate health information data into usable information for a variety of audiences.
- Develop persuasive messages that are readable and influential.
- Understand the impact of attitudes on behavior change and health care delivery.
- Distinguish individual communication models from mass communications.
- Design a basic health communications campaign in collaboration with classmates.

**Course objectives are aligned with the following four (4) of the Seven Areas of Responsibility of Health Educators of the National Credentialing Center for Health Education (NCCHE).**
http://www.ncheec.org/:

Area I – Assess Individual and Community Needs for Health Education;
Area IV – Conduct Evaluation and Research Related to Health Education;
Area VI – Serve as a Health Education Resource Person; and
Area VII – Communicate and Advocate for Health and Health Education

Interested students may pursue the Certified Health Education Specialist (CHES/MCHES) certification after completion of their degree.

Email:
Use of instructor WCU email is preferred for course communications. My WCU email address is: bwraming@email.wcu.edu. If I will not have email available for any period of time (e.g. traveling), I will notify the class in advance so that the class is aware it may take some time before receiving a reply. In an emergency, or should the student send an email and fail to receive a response within 36 hours, the student may contact the faculty at the cell phone number above.

Assignment Descriptions

Health Communication Project:
As any working professional can agree most of today’s work environment requires committee or group work to some degree. Each student will be assigned to a group of three to four members charged with the development of a communication campaign. The groups will decide on what message or behavior they want to promote, the population to target, the methods of communication they wish to use, and the program evaluation techniques/tools. The goal of this project is the planning and evaluation, so the group will have no budget constraints but it is asked that you keep the campaign to a reasonable level. All organizations would love to incorporate several television adds with today’s hottest stars as spokespeople… but that is not realistic. It is suggested to think of a campaign that one of the group member’s employing
organizations may realistically choose to take on. This would provide the group with a realistic
size, scope, and financial framework to work within.

Throughout the semester, your group will submit “parts” of the campaign document for
review. These reviews will not be graded, but allow the faculty to provide BRIEF concept
feedback on the project as you work through the planning as a group. English and grammar will
not be assessed at this time. The faculty will be reviewing content, creativity, realistic
expectations, and format.

Close to the end of the course, the groups will (a) submit a final document with an
accompanying PowerPoint which outlines the campaign, and (b) give a 20 to 25 minute
presentation to the class during a GoToMeeting session. The project will be graded on the
following weight: 85% content and 15% grammar/English/presentation. The PowerPoint has its
own grading weight.

Communications Project Outline

I. Title Page (5 pts)
II. Abstract (10 pts)
III. Part 1 - Introduction (30 pts)
   a. Background of the issue
      i. Direct influences/connections
      ii. Indirect influences/connections
      iii. Current environment, practices, status
   b. Goal/Objectives of the communication campaign
   c. Population/Audience description
   d. Identification of potential partners/support
IV. Part 2 - Trial Message Development and Delivery (30 pts)
    (use MCHPW “Methods” area for tools)
   a. Trial message development
   b. Trial message media choices (be specific and creative)
   c. Trial message assessment plan
V. Part 3 - Implementation and Evaluation (30 pts)
   a. Present final media and message choices
   b. Roll-Out plans
   c. Campaign timeline
   d. Campaign assessment
      i. Methodology
      ii. Tools
VI. Reference Page (10 pts)

** Grammar/English (20 pts)
Health Communication Presentation and Project PowerPoint:

To accompany the above document, the group shall create a PowerPoint or Prezi that covers the team’s communications project and present it to the class. There is no minimum or maximum slide number requirement, but the group should create a presentation with the quality and creativity they would be present to an employer or organizational committee. If the group intends to have different “speakers”, please provide an outline of the names and slides they will be presenting to the instructor when submitting the PowerPoint for grading, so that “speaker” microphone control is awarded at the proper time during presentation.

Outline/Rubric for Presentation and PowerPoint

I. PowerPoint Content (60 pts)
   a. Issue
      i. Background
      ii. Direct issues
      iii. Indirect influences that may be affected
   b. Target Audience
   c. Message & Delivery
      i. Message
      ii. Delivery plan (time frame)
      iii. Media plan
   d. Assessment
      i. Tools
      ii. Timing

II. Presentation and PowerPoint Aesthetics (30 pts)
   a. Presentation
   b. Creativity
   c. Presentation Speaker(s) delivery

III. Grammar/English appropriate for PowerPoint (10 pts)

Campaign Analyses (5):

The purpose of these assignments is to reinforce the construct of communication development covered early on in the semester by critiquing well know or successful campaigns. For each of these assignments, the faculty will provide a few choices that the student can research. Towards the end of the semester, the student will be responsible for researching a campaign to critique. The following is the outline/rubric (also posted on Bb in “Campaign Critiques” area:
Critique Outline/Rubric

I. Title Page (10 pts)
   a. Campaign Title
   b. Student's Name
   c. Course #
   d. Semester
   e. Instructor Name

II. Campaign Information (30 pts)
   a. Message(s)
   b. Objectives
   c. Media Used
      i. Online
      ii. Print
      iii. Television

III. Campaign Target (30 pts)
   a. Brief Background of Issue
      i. Why the need for a campaign
      ii. What is the desired behavior/thought pattern?
   b. Target Audience
      i. Who are they?
      ii. How are they related to the issue the campaign is targeted at?

IV. Assessment (30 pts)
   a. Successful/Unsuccessful
   b. Assessment tools
      i. Do you know what tools were used?
      ii. How would you have assessed the campaign's success if you were responsible for the assessment piece?
   c. Changes you would suggest to the campaign for a better outcome?

Assignment Expectations:
All written work should reflect graduate level grammar and spelling.
• Use software checks to proof all written work before it is submitted.
• APA 6th Edition or AMA format is required.
• Microsoft Word (.doc, .docx) is required.
• Use provided rubric for content requirements.
• Font/Size required – Arial 10 pt or Times Roman 12 pt
• All work submitted must have your name and the course number and assignment title. Work submitted without proper labeling will be returned for revision; 2 points will be deducted with successive omissions.
• Work submitted with excessive grammar and/or spelling errors will be returned for revision and have 5 points deducted from the total possible for that assignment.
Assignments:
All student products will be submitted in Blackboard (Bb). There are various “tabs” located in the left margin of Blackboard. For an assignment, “click” the corresponding tab. Once in that area, the student should be able to “click” the assignment title to get to the assignment submission page.

Late Assignments:
Work submitted late will have 7% deducted from the total possible, regardless of the reason.

Grading:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campaign Analyses (5)</td>
<td>65%</td>
</tr>
<tr>
<td>Group Campaign Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Group Presentation &amp; PowerPoint</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
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</tbody>
</table>

Point → Letter Grade Conversion:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>1000 – 930</td>
</tr>
<tr>
<td>B</td>
<td>83 – 92</td>
<td>929 – 830</td>
</tr>
<tr>
<td>C</td>
<td>73 - 82</td>
<td>829 – 730</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
<td>&lt; 730</td>
</tr>
</tbody>
</table>

The instructor may grant a student an I (Incomplete) grade for work not completed if there is a reasonable prospect that the student can pass the course by making up the work missed if the incompletion is unavoidable and not caused by the student's negligence. All incomplete grades must be removed and a grade of A, B, C, or F (S, or U not available in this course) must be submitted to the registrar. The work must be made up and a grade received by the registrar by the last day of classes of the next regular semester (excluding summer), or the grade will become an F. A student may not re-register for the course until the I is removed or changed to an F. The instructor is required to list the conditions to remove the I and send them to the department head.

Graduate School Grading Policy:
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

Academic Conduct:
The following is WCU’s Academic Honesty Policy as delineated in the Student Handbook:

Western Carolina University, as a community of scholarship, is also a community of honor.
Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.

Academic dishonesty includes:

a. **Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

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# Course Assignment Calendar

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Due by 11:59 pm</th>
<th>Assignment Type</th>
<th>Reading and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 13th - 19th</td>
<td>Jan 15th</td>
<td>Meet</td>
<td>GoToMeeting from 6 - 8pm for course introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post</td>
<td>Post biography and picture to “Biography” area of Blackboard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post</td>
<td>Post syllabus acceptance to “Syllabus Acceptance area of blackboard.”</td>
</tr>
<tr>
<td>2</td>
<td>Jan 20th - 26th</td>
<td></td>
<td>Read</td>
<td>TaaG – “Introduction” and “Part 1”</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Read</td>
<td>MHCPW – “Introduction” and “Stage 1”</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Read</td>
<td>EoPHC – Chapter 4</td>
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<tr>
<td></td>
<td></td>
<td>Jan 26th</td>
<td>Instructor Assigned</td>
<td>I will post “Group” assignments in the Blackboard area entitled “Group Assignments”.</td>
</tr>
<tr>
<td>3</td>
<td>Jan 27th - Feb 2nd</td>
<td></td>
<td>Read</td>
<td>TaaG – “Part 2”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read</td>
<td>MHCPW – “Stage 2” and “Appendix B”</td>
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<tr>
<td></td>
<td></td>
<td>Read</td>
<td>EoPHC – Chapter 8</td>
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<tr>
<td></td>
<td></td>
<td>Feb 2nd</td>
<td>Analysis</td>
<td>Critique the campaign entitled You can start your research of the campaign with:</td>
</tr>
<tr>
<td>4</td>
<td>Feb 3rd - 9th</td>
<td></td>
<td>Read</td>
<td>MHCPW – “Stage 3”</td>
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<tr>
<td></td>
<td></td>
<td>Read</td>
<td>EoPHC – Chapter 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Feb 9th</td>
<td>Group</td>
<td>Post group’s “Health Issue” summary for feedback</td>
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<tr>
<td>5</td>
<td>Feb 10th - 16th</td>
<td></td>
<td>MHCPW – “Stage 4”</td>
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<td></td>
<td></td>
<td>EoPHC – Chapter 13 &amp; 14</td>
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<tr>
<td></td>
<td></td>
<td>Analysis</td>
<td>Critique the campaign entitled You can start your research of the campaign with:</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 17th - 23rd</td>
<td></td>
<td>Read</td>
<td>Work within Groups on Project Part 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feb 19th</td>
<td>Meet</td>
<td>GoToMeeting – One group member must attend from 7:00 – 9:00pm</td>
</tr>
<tr>
<td>7</td>
<td>Feb 24\textsuperscript{th} – Mar 2\textsuperscript{nd}</td>
<td>EoPHC – Chapters 6 &amp; 7</td>
<td>Mar 2\textsuperscript{nd}</td>
<td>Submit Part 1 of Communication Project for feedback.</td>
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<tr>
<td>8</td>
<td>Mar 3\textsuperscript{rd} – 9\textsuperscript{th}</td>
<td>Work within Groups on Project Part 2</td>
<td>Mar 5\textsuperscript{th}</td>
<td>Meet GoToMeeting – One group member must attend from 7:00 – 9:00pm</td>
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<td></td>
<td>Mar 9\textsuperscript{th}</td>
<td>Analysis Critique the campaign entitled You can start your research of the campaign with:</td>
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<tr>
<td></td>
<td>Mar 10\textsuperscript{th} – 16\textsuperscript{th}</td>
<td>No Class – Spring Break!</td>
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<tr>
<td>9</td>
<td>Mar 17\textsuperscript{th} – 23\textsuperscript{rd}</td>
<td>EoPHC - Chapter 9 &amp; 10</td>
<td>Mar 23\textsuperscript{rd}</td>
<td>Submit Part 2 of Communication Project for feedback.</td>
</tr>
<tr>
<td>10</td>
<td>Mar 24\textsuperscript{th} – 30\textsuperscript{th}</td>
<td>Work within Groups on Project Part 3</td>
<td>Mar 26\textsuperscript{th}</td>
<td>Meet GoToMeeting – One group member must attend from 7:00 – 9:00pm</td>
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<td>Mar 30\textsuperscript{th}</td>
<td>Analysis Critique the campaign entitled You can start your research of the campaign with:</td>
</tr>
<tr>
<td>11</td>
<td>Mar 31\textsuperscript{st} – Apr 6\textsuperscript{th}</td>
<td>EoPHC - Chapter 11 &amp; 12</td>
<td>Apr 6\textsuperscript{th}</td>
<td>Submit Part 3 of Communication Project for feedback.</td>
</tr>
<tr>
<td>12</td>
<td>Apr 7\textsuperscript{th} – 13\textsuperscript{th}</td>
<td>EoPHC - Chapters 15 &amp; 16</td>
<td>Apr 13\textsuperscript{th}</td>
<td>Submit final “Communication Plan” and a PowerPoint for grading.</td>
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<tr>
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<td>Apr 14\textsuperscript{th} – 20\textsuperscript{th}</td>
<td>No Class – Easter Break</td>
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<tr>
<td></td>
<td>Apr 21st – 27th</td>
<td>Apr 23rd</td>
<td>Meet</td>
<td>Presentation Group 1</td>
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<td>Presentation Group 5</td>
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<td>Presentation Group 2</td>
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<td>Presentation Group 6</td>
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<tr>
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<td>Apr 27th</td>
<td>Analysis</td>
<td></td>
<td>Critique the campaign entitled</td>
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<td>You can start your research of the campaign with:</td>
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<td>13</td>
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<tr>
<th></th>
<th>Apr 28th – May 4th</th>
<th>Apr 30th</th>
<th>Meet</th>
<th>Presentation Group 3</th>
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<td>Presentation Group 7</td>
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<table>
<thead>
<tr>
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<th>May 5th – 9th</th>
<th>May 5th</th>
<th>Final Exam Essay</th>
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<tbody>
<tr>
<td>16</td>
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</tbody>
</table>

*** Although not expected, the professor reserves the right to amend the syllabus to ensure content delivery and/or course quality. ***
ENVH 570 – Principles of Epidemiology – Spring 2012

Contact Information:
Professor: Dr. Greg Ulirsch
Cell: 828-215-6359
E-mail: gulirsch@edc.gov
Best methods of communications:
1. E-mail within Blackboard
2. CDC e-mail
3. Cell phone (during normal business hours M-F 8 am – 5 pm)

Office Hours: By phone, by appointment prior to class or other arrangements, as needed.

General Course Description and Learning Objectives: This graduate-level class will provide the student with not only a basic understanding of the general principles of epidemiology, but will also have them apply this knowledge to actual studies. That is, the overall goal of the course will be to provide the student with the knowledge and tools to be able to critically review published studies in his/her career path in health sciences. The course will first introduce the science of epidemiology and the pioneering work of John Snow on the Cholera epidemic. We will then move on to study the following basic principles:

- Measure and compare disease frequencies
- Sources of public health data and descriptive epidemiology
- Overall review of epidemiologic study design with focus on experimental studies (randomized clinical trials), cohort and case-control studies
- Understand how bias, confounding, and random error effect study findings
- Understand effect modification
- Review issues related to understanding the web-of-causation

Along to way of learning these basic principles, the student will be asked to review published epidemiologic journal articles, write several short papers and discuss these papers within the class. There will also be six on-line quizzes within Blackboard for you to complete that relate to the subject matter discussed in the text, and for some weeks, relate to the journal article studied. The student will also be asked to apply their basic knowledge by preparing a paper and class presentation that will critically review a specific study or studies in their chosen field of study in health sciences.

Acknowledgement: I would like to thank Dr. Vic Schoenbach (UNC-Chapel Hill), Dr. Frank Bove, CDC/ATSDR, and Dr. David Kleinbaum, Emory University, for providing materials to assist in the development of lecture and case studies for this course.


Journal Article Readings: All of these articles can be found within the Course Content folder in Blackboard.

**Module 1: Epi Principles and the Work of John Snow**


**Module 2: Measuring and Comparing Disease Frequencies**
No journal article reading.

**Module 3: Public Health Data, Descriptive and Ecologic Studies, and Overview of Epi Studies**

**Module 4: Experimental Study Design (Randomized Clinical and Community Trials)**

**Module 5: Cohort and Case-Control Studies**
Cohort:

Case-Control:

**Module 6: Bias (Selection and Information), Confounding and Effect Modification**

**Module 7: Random Error**

Module 8: Critical Review of Epi Studies and Causality

Module 9: Submittal of final paper and student presentations

Learning Environment and Activities: The class will be a combination of in-class and/or conference call/WIMBA lectures and discussions and on-line learning within the Blackboard environment. For Modules 1, 2, 5, 6, and 7 the class will be held at MAHEC in Asheville (classroom to be announced) and/or via WIMBA or conference call—details of how to connect will be announced. The instructor will communicate with the class via Blackboard e-mail and assignments will be submitted via Blackboard within the Discussion section for papers and discussion and in the Assessment section for quizzes.

General expectations for the course:

1. Reading all assigned material (text chapters, assigned journal articles, and lecture slides and notes)
2. Completion of short papers and class discussion of papers by the due dates. There will be a one week discussion period from the paper due date.
3. Completing the timed quizzes within Blackboard by the posted due dates.
4. Completion of a major final paper and presentation to class.

E-mail: Use of Blackboard e-mail is preferred for course communications. All class announcements will be made in Blackboard. If you are having difficulty with the online system, use my CDC address. Please note that if you need to contact me immediately, please use the CDC e-mail address or call my cell phone (or both).

Short Papers and Discussion: For Modules 1, 3 and 7, students will prepare a short 500-750 word paper related to the assigned journal article(s) for that topic. Some suggested issues or questions are posted in the Discussion section of Blackboard for students to consider for discussion in the short paper; however, students are strongly encouraged to go beyond these issues/questions to other salient points from the reviewed journal article. Finally, each student must provide substantive comments and questions on at least 5 other class member’s papers and postings. These comments and questions should be scholarly, probing, extend the conversation by beginning a dialogue, and continue exploring the concepts presented in paper and class material for that module. For example, “Good job, I agree.” would not be considered an acceptable comment unless the author continued to explain why they agree. Don’t take the Discussion postings for granted! You will not receive a good grade unless these are substantive, thoughtful, probing, and begin a dialogue. Remember: If your class mate asks you a question or challenges you on a point, please respond to him/her!!

For Module 8, you will submit short answers to questions related to the assigned journal article. This is not a paper and there will not be a class discussion for this assignment.
**Quizzes:** You are required to take six (6) on-line quizzes within Blackboard. These quizzes will cover the material presented in the text, class PowerPoint presentations, and, for Modules 4, 5, 6, and 7, also include questions related to the journal article assigned [please note that Module 7 quiz also has a question or two from the Module 6 (Kellerman et al) but not from the Lilford and Braunholz or the Schmidt articles]. Some questions will build on material you learned in previous modules, including the work done by John Snow. You may use any of your class material for these quizzes; however, they will be timed and you cannot receive any other outside help from any other individuals! **I have posted instructions on each quiz in the Assessment section on what is covered in that quiz.**

Please note, especially in the early modules, you are not expected to know all aspects of the content of a journal article. I will only test you those aspects we have covered to that point in the class. This is a building process which will hopefully culminate in you being able to understand most aspects of an epidemiological study presented in a journal article by the end of the class.

**Final Project Description and Assignments:** Each student will choose a specific risk factor(s) for a disease or outcome related to their chosen field of study in health sciences. The student will then identify a specific peer reviewed journal article(s) that is considered critical to understanding the importance of the risk factor’s association to the disease or health outcome. The identification of the risk factor(s), disease or health outcome, and critical articles can be accomplished by reviewing summary texts (included ours), summary journal articles, or other material related to the disease or health outcome (including on-line searches). The health care research page at [http://researchguides.wcu.edu/healthcare](http://researchguides.wcu.edu/healthcare) has special tools included for concentrated health care searches and contains tabs that boil down all of the library resources that you are most likely to need. This is a great resource for finding a primary article(s) and then references for your final paper and presentation. If you are having any problems with finding what you need, please contact:

Ann Hallyburton, MLS, AHIP  
Research and Instruction Librarian / Liaison to the Health Professions  
Hunter Library, Western Carolina University  
Cullowhee, NC  28723  
ahallyb@wcu.edu

By 3/5, the student should submit a one-page summary (see Final Project Section of Blackboard for format) of the risk factor(s), disease, and focus article(s) that will be the subject of the final project—these will be graded (50 points). The following are the expectations for the paper and presentation:

1. Carefully review Chapter 14 in Aschengrau and Seage (Critical Review of Epidemiologic Studies). Using the information in this chapter and the outline on p. 359 as a guide, critique your article. **Please remember that you have chosen the particular article(s) because it is critical to understanding the**
association between the risk factor(s) and the disease or health outcome; therefore, the positive aspects of the journal article(s) should outweigh the negative. However, no epidemiological study is without limitations and these should be evaluated.

2. Review Chapter 15 in A&S (The Epidemiological Approach to Causation). Apply Hill’s Guidelines for Assessing Causation (p. 392) to the findings from the journal articles(s). Please note that when you evaluate causality you will need to factor in multiple lines-of-evidence from other scientific disciplines (e.g., from medical reports or toxicological studies) and from other epidemiological studies.

3. Provide justification for choosing this journal article(s) as an important study in understanding the risk factor(s) for the disease or health outcome.

4. Provide a brief summary of the overall public health implications of the study.

5. E-mail instructor the final paper (between 25-35 pages double-spaced) by Friday 4/20/12 at 10 pm. Present paper findings and participate in student presentation to the class during the week of 4/23 MAHEC “live” sessions.

Assignment Expectations: All written work (individual) should reflect graduate level use of appropriate grammar and spelling.

• Use your software checks to proof all written work before it is submitted.
• Microsoft Word (.doc) or Rich Text Format (.rtf) is required.
• Font/Size required – Arial 10 pt or Times Roman 12 pt
• All work submitted must have your name and the course number and assignment title. Work submitted without proper labeling will be returned for revision.
• Work submitted with excessive grammar and/or spelling errors will be returned for revision and have 2 points deducted from the total possible.

Late Assignments: Work submitted late will have 5 points deducted from the total possible for each day late, regardless of the reason.

Submitting Assignments: Paper assignments and discussion of papers will occur in the Discussion section of Blackboard.

Academic Honesty Policy
Academic honesty policy is defined in detail in the Student Handbook (page 7). “Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.” It includes cheating, fabrication, plagiarism, and facilitation of academic dishonesty. Cheating will not be tolerated. Cheating is defined as “intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.” Facilitation of academic dishonesty is defined as “intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” Penalties for a first offense may include a final grade of “F” or suspension from the university.
Collaborative interaction is highly encouraged in the discussion area for responses to other classmate’s papers; however, responses to the quiz, module paper assignments, and final project paper and presentation must be completed independently.

Accommodation of Students with Disabilities
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office’s website: http://www.wcu.edu/12789.asp

Grading Scale

<table>
<thead>
<tr>
<th>Content Area &amp; Criteria</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Papers and Discussion</strong></td>
<td></td>
</tr>
<tr>
<td>1. Papers (50 points for each of three short papers about 500-750 words)</td>
<td>150</td>
</tr>
<tr>
<td>2. Substantive Discussion of Papers (50 points for each of three papers)</td>
<td>150</td>
</tr>
<tr>
<td>3. Module 8 Short Answer Assignment</td>
<td>50</td>
</tr>
<tr>
<td><strong>Six (6) On-Line Quizzes (points vary per module)</strong></td>
<td>260</td>
</tr>
<tr>
<td><strong>Final Project Paper and Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>1. One-page summary of proposed paper</td>
<td>50</td>
</tr>
<tr>
<td>2. 25-35 page (double-spaced) paper</td>
<td>150</td>
</tr>
<tr>
<td>3. Presentation and Q&amp;A</td>
<td>100</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>910</td>
</tr>
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</table>

Assignments submitted late, regardless of the cause, will have 5 points deducted from the total possible for that assignment for each day late.

<table>
<thead>
<tr>
<th>Point → Letter Grade Conversion</th>
<th>% of Total Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>B</td>
<td>83 - 92</td>
</tr>
<tr>
<td>C</td>
<td>73 - 82</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 73</td>
</tr>
</tbody>
</table>

6
Syllabus

Leadership Strategies for Healthcare Organizations
MHS 562

Instructor Information:
Dr. Brian Raming
Western Carolina University
424 Heath and Human Sciences Building
bwraming@wcu.edu
(828) 227-3510

Credits: 3
Prerequisites: None
Co-requisites: None
Class Times: Online ~ Blackboard

Office Hours: via SKYPE (brianraming)
M/W
T/Th
F

Course Textbook:

Course Description:
Human resource management in hospitals and other health service delivery organizations; includes determining need, designing jobs, determining compensation, hiring, and managing employees.

Course Presentation:
This course utilizes two current leadership textbooks. Your lessons will come from reading chapters in these books, authoring essays on a few specific topics, and completing discussion questions. The essays will be graded on both content and grammar/English. It is my hope that this course will develop not only a better understanding of leadership constructs, but also an increased ability for critical thinking and communication. All three of these are needed to be an effective leader in today's healthcare world.
Methods of Evaluation:

- Essays (5) 75%
- Discussion Questions (3) 25%

Grading Scale:

- A 93-100%
- B 83-92%
- C 73-82%
- F < 73%

Class Policies:

➢ **Class Participation:** As a graduate student, it is expected that you will complete the assignments and reading on your own schedule and your own sense of responsibility. To complete this course, the student is required to read all chapters assigned, complete 5 short essays, and complete 3 discussion questions (with a response to AT LEAST 2 other student responses).

   Graduate students are expected to take it upon themselves to do what is necessary to ensure that work submitted is at the highest of quality. You should utilize any resources available, such as (but not limited to) writing centers, peer reviews, libraries, professional contacts within the industry. Academic writing should show good grammar and English usage. Expectations are much higher for graduate students than undergrad students. Please work hard to gain as much as you can from the experience, as well as the material.

➢ **Expectations of students:** The following list, although not meant to catch all expectations, is built to give the student a road map as to what they are expected to do for successful completion of this course:

- Complete all work as assigned and on time.
- Research APA writing style and present any written work in that format.
- Utilize any writing centers to ensure that your submitted work is at the highest of quality at the time of submission.
- Show consideration for fellow students, the professor, and (most of all) yourself and respect all points of view regardless of agreement.
- Participate appropriately and respectfully.
- Ask for assistance from peers and professor when you require it.
- Resolve problems timely.

➢ **Expectations of the professor:**

- Respect all ideas.
- Provide for a conducive, active learning environment.
- Provide feedback for work completed.
- Provide opportunities for individual or group assistance.
• Provide pertinent coursework to the goals of the class.
• Engage students to use critical thinking skills.

➢ **Assignments:** Assignments will not be accepted late unless prior approval from the professor has been established.

➢ **Extra credit:** There is no extra credit given in this course.

➢ **Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to WCU Disability Services. All information is confidential. Please contact WCU Disability Services for more information at (828) 227-2716 or visit the Killian Annex on the WCU Campus.

➢ **Academic Honesty at WCU:**

AT THE GRADUATE LEVEL, ACADEMIC HONESTY IS A MUST!!!!  
It is held at the highest of standards as this is what creates your integrity as a scholar. Incidences of academic dishonesty will be handled at the highest scrutiny and punishment allowed by the University.

The following is WCU’s Academic Honesty Policy as delineated in the Student Handbook:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not
be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the University.

**Course Objectives:**
1. Gain a better understanding of leadership as it pertains to the healthcare field.
2. Gain a better understanding of leadership development for both personal growth, as well as the growth of those who work under your charge.
3. Understand the responsibilities and privileges of leadership, including moral and ethical decisions and the use of authority and power.
4. Improve skills for team participation, team building, team performance, and conflict resolution.

**Assignment Descriptions**

**ESSAYS**

Essays will be assigned at various points during the semester. They will range on word count depending on the assignment (roughly 2 to 5 pages usually). All essays will be written in APA format, written in Microsoft Word, and due by midnight on a Sunday. The rubric for the essays is found on Blackboard under “Essay Rubric”

**DISCUSSION QUESTIONS**

Discussion Questions will appear in weeks 1, 6, and the end of week 10 under the “Discussion Questions” tab. You will have several weeks to work on these so that you have time to do reading, as well as conduct research or interviews to answer the questions. The answers to these questions will be between 200 – 600 words and submitted directly into the Blackboard as an assignment.

You will then be responsible to make a QUALITY posting to two (2) fellow learners about their answers. The responses should contribute to a discussion. It is not enough to say you agree or disagree. You must explain why you agree or disagree, provide a commentary based on another resource you found related to the response given, or provide personal experiences to support or debate the original response. These responses are due by the following Sunday at midnight.

**PLEASE NOTE** – The due date for both YOUR RESPONSE ANDN THE RESPONSE TO OTHER LEARNERS appears in Blackboard as the due date for the responses to other learners. This is due to how I have to set the assignment up when linked together. PLEASE ABIDE BY DUE DATES POSTED ON SYLLABUS.
<table>
<thead>
<tr>
<th>Grade</th>
<th>F</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>0 to 16 points</td>
<td>17 to 24 points</td>
<td>25 – 32 points</td>
<td>33 to 40 points</td>
</tr>
<tr>
<td></td>
<td>The discussion addresses part of the question asked.</td>
<td>The discussion answers the questions asked.</td>
<td>1. The discussion answers the questions asked.</td>
<td>1. The discussion answers the questions asked.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2. There is supporting information from a source other than text.</td>
<td>2. There is supporting information from a source other than text.</td>
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<td></td>
<td></td>
<td></td>
<td>3. Evidence of minimal critical thinking by providing examples or experiences.</td>
<td>3. Evidence of strong critical thinking by providing examples or experiences.</td>
</tr>
<tr>
<td>Grammar</td>
<td>0 to 5 points</td>
<td>5 to 6 points</td>
<td>7 to 8 points</td>
<td>9 to 10 points</td>
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<tr>
<td></td>
<td>The answer is not clear due to improper English or grammar.</td>
<td>The answer has many grammatical and English errors.</td>
<td>The answer has few grammatical or English errors.</td>
<td>The answer has no grammatical or English errors.</td>
</tr>
<tr>
<td>Response 1</td>
<td>0 to 5 points</td>
<td>6 to 7 points</td>
<td>8 to 9 points</td>
<td>10 points</td>
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<tr>
<td></td>
<td>Shallow contribution to discussion.</td>
<td>Elaborates on original post with further comment or observation but does not lead to meaningful conversation or is written with poor English or grammar.</td>
<td>Elaborates on original post providing meaningful discussion and contains few grammatical errors.</td>
<td>Demonstrates analysis of others posts, provides meaningful discussion, adds additional resource and contains no grammatical or English concerns.</td>
</tr>
<tr>
<td>Response 2</td>
<td>0 to 5 points</td>
<td>6 to 7 points</td>
<td>8 to 9 points</td>
<td>10 points</td>
</tr>
<tr>
<td></td>
<td>Shallow contribution to discussion.</td>
<td>Elaborates on original post with further comment or observation but does not lead to meaningful conversation or is written with poor English or grammar.</td>
<td>Elaborates on original post providing meaningful discussion and contains few grammatical errors.</td>
<td>Demonstrates analysis of others posts, provides meaningful discussion, adds additional resource and contains no grammatical or English concerns.</td>
</tr>
</tbody>
</table>

Any changes to the syllabus, although not expected, are at the discretion of the professor!
Course Schedule

LIH = Read in Leadership in Healthcare
EL = Read in Exceptional Leadership
All assignments are due by midnight unless specified differently

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Due</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 14th to Jan 20th</td>
<td>1/20</td>
<td>LIH – Chapters 1 – 3&lt;br&gt;Assign “My Experience with Great Leadership” essay (find essay assignment in Blackboard area “Essays”)&lt;br&gt;Biography posted in Blackboard discussion room marked “Biography”&lt;br&gt;Syllabus acceptance posted in Blackboard discussion room marked “Syllabus Acceptance”</td>
</tr>
<tr>
<td>2</td>
<td>Jan 21st to Jan 27th</td>
<td>2/3</td>
<td>LIH – Chapters 1 -3</td>
</tr>
<tr>
<td>3</td>
<td>Jan 28th to Feb 3rd</td>
<td>2/3</td>
<td>LIH – Chapters 8 &amp; 9&lt;br&gt;Post “My Experience with Great Leadership” essay on Blackboard discussion room in folder assigned</td>
</tr>
<tr>
<td>4</td>
<td>Feb 4th to Feb 10th</td>
<td>2/3</td>
<td>EL – Chapters 3 &amp; 4&lt;br&gt;Assign “The Relationship between Emotional Intelligence and Trust” essay (find essay assignment in Blackboard area “Essays”)</td>
</tr>
<tr>
<td>5</td>
<td>Feb 11th to Feb 17th</td>
<td>2/17</td>
<td>LIH – Chapters 4 &amp; 5&lt;br&gt;Discussion Question Set 1</td>
</tr>
<tr>
<td>6</td>
<td>Feb 18th to Feb 24th</td>
<td>2/24</td>
<td>LIH – Chapter 7&lt;br&gt;EL – Chapter 1&lt;br&gt;Respond to two (2) other learners discussion questions</td>
</tr>
<tr>
<td>7</td>
<td>Feb 25th to Mar 3rd</td>
<td>3/10</td>
<td>LIH – Chapter 10&lt;br&gt;EL – Chapter 2</td>
</tr>
<tr>
<td>8</td>
<td>Mar 4th to Mar 10th</td>
<td>3/10</td>
<td>LIH – Chapter 13&lt;br&gt;EL – Chapter 5&lt;br&gt;Post “The Relationship between Emotional Intelligence and Trust” essay to Blackboard discussion room in folder assigned</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Due</td>
<td>Events</td>
</tr>
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<td>------------------------------------------------------------------------</td>
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</table>
| 9    | Mar 11<sup>th</sup> to Mar 17<sup>th</sup> | 3/17 | LIH – Chapter 6  
EL – Chapter 6  
Assign “Leadership Self-Evaluation” essay  
(find essay assignment in Blackboard area “Essays”)  
Discussion Question Set 2 |
| 10   | Mar 18<sup>th</sup> to Mar 24<sup>th</sup> | 3/24 | EL – Chapters 8 & 10  
Respond to two (2) other learners discussion questions |
| 11   | Spring Break – NO COURSE WORK!!!! |      |                                                                       |
| 11   | Apr 1<sup>st</sup> to Apr 7<sup>th</sup> |     | LIH – Chapters 11 & 12  
EL – Chapter 12 |
| 12   | Apr 8<sup>th</sup> to Apr 14<sup>th</sup> | 4/14 | EL – Chapters 11, 15-16  
Post “Leadership Self-Evaluation” essay to Blackboard discussion room in folder assigned |
| 13   | Apr 15<sup>th</sup> to Apr 21<sup>st</sup> | 4/21 | LIH – Chapter 14  
EL – Chapter 7  
Assign “Importance of Teams in Today’s Work Environment” essay  
(find essay assignment in Blackboard area “Essays”)  
Discussion Question Set 3 |
| 14   | Apr 22<sup>nd</sup> to Apr 28<sup>th</sup> | 4/28 | LIH – Chapters 15 & 16  
EL – Chapter 9  
Respond to two (2) other learners discussion questions |
| 15   | Apr 29<sup>th</sup> to May 5<sup>th</sup> | 5/5  | LIH – Chapters 13 & 14  
Post “Importance of Teams in Today’s Work Environment” essay to Blackboard discussion room in folder assigned |
| 16   | May 6<sup>th</sup> to May 10<sup>th</sup> | 5/10 | LIH – Chapters 17 & 18  
Assign Final Essay  
Complete Final Essay to Blackboard discussion room in folder assigned. |
Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences Program

MHS 564 -- Cost Containment & Productivity Management in Healthcare Organizations

Fall 2014

Contact Information:
Dr. Brian Raming
bwraming@email.wcu.edu
Cell Phone: 828.220.2406
Office Phone: 828.227.3510
Skype: brianraming

Virtual Office Hours: By phone on or online. Expect a 24 hour turn around for email on weekdays, and a 48 hour for email responses on weekends.

Campus Office Hours: I am only on campus 3 days a month this semester. I will let the class know when those days will be (best to email me first... then call cell phone if emergency).

Catalog Description: Cost Containment/Productivity Management in Healthcare Organizations -- 3 credits

General Course Description: The purpose of this graduate level course is to develop a greater understanding of financial applications in the complex and changing healthcare industry.

Required Textbooks:
By William O. Cleverley, Paula H. Song, James O. Cleverley
Google “buy essentials of healthcare finance 7th edition” to find the best deals.
I will try to get the first 2 weeks of reading assignments loaded on to BlackBoard. I am told you can

Learning Environment: All class activities will take place online. The instructor will monitor participation on a regular basis.

General expectations for the course:

1. Read all assigned material. PowerPoint Presentations are available for additional learning in the “PowerPoints and Assessments” tab by week.
2. Complete assessments on time.
**Late Assignments:** Work submitted late will have a **letter grade, 7% of the total assignment**, deducted from the total possible, *regardless of the reason* for the first 2 weeks late. After 2 weeks, the grade will become a zero without the ability to make the assignment up unless approved by the instructor.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
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<tr>
<td>B</td>
<td>83 – 92</td>
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<tr>
<td>C</td>
<td>73 - 82</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
</tr>
</tbody>
</table>

**Email:** Use of email is preferred for course communications. All class announcements will be made in Bb announcements.

**Submitting Assignments:** All student products will be submitted via Bb unless otherwise stated.

**Grading:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 &amp; 2 Homework</td>
<td>8%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>23%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>23%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>23%</td>
</tr>
<tr>
<td>Exam 4</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes:** At the successful completion of the course the graduate student will have an understanding of:

- Financial Information and the Decision-Making process
- Billing and Coding for Health Services
- Financial Environment of Healthcare Organizations
- Legal and Regulatory Environment
- Measuring Community Benefit
- Revenue Determination
- Health Insurance and Manage Care
- General Principle of Accounting
- Financial Statements
- Accounting for Inflation
- Analyzing Financial Position

- Financial Analysis of Alternative Healthcare Firms
- Strategic Financial Planning
- Cost Concepts and Decisions Making
- Product Costing
- Management Control Process
- Cost Variance Analysis
- Financial Mathematics
- Capital Project Analysis
- Consolidation and Mergers
- Capital Formation
- Working Capital and Cash Management
- Developing the Cash Budget
Exams 1-4

The four exams will consist of multiple choice and short essay/paragraph questions.
  Exam 1 (week 5) – Chapters 1-5
  Exam 2 (week 8) – Chapters 6-12
  Exam 3 (week 12) – Chapters 13-18
  Exam 4 (week 15) – Chapters 19-23

All written work should reflect graduate level use of appropriate grammar and spelling.
  • Use software checks to proof all written work before it is submitted.
  • Work submitted with excessive grammar and/or spelling errors will be returned for revision and have 7% points deducted from the total possible.
  • APA 6th Edition format is requested; other formats based on discipline of research are acceptable.
  • Microsoft Word (.doc or .docx) or Rich Text Format (.rtf) is required.
  • Font/Size required – Times Roman 12 pt
  • 1-inch margins (all sides) unless using another format provided by the instructor (E.g. table format for critiques)
  • All work submitted must have the student’s name, course number, and assignment title. Work submitted without proper labeling will be returned for revision and late points deducted if appropriate.

Graduate School Grading Policy:
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

Academic Conduct:
Review the current Academic Conduct Policy of the Western Carolina University Graduate School using the following link:
http://catalog.wcu.edu/content.php?catoid=16&navoid=249#AcHonesty

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the Graduate School.

The instructor reserves the right to change the syllabus
Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu You may also visit the office’s website: disability.wcu.edu

Library - Good numbers / emails / web pages to know:
Ann Hallyburton is your Library subject liaison
Phone: 828/227.7465
Email: ahallyb@wcu.edu

http://researchguides.wcu.edu/healthcare is the web site to visit to find articles.

Plagiarism

There are multiple resources for help with plagiarism issues on campus, including the Department of Student and Community Ethics (http://www.wcu.edu/8049.asp) and the Writing and Learning Commons (http://www.wcu.edu/11861.asp). The plagiarism self-test is especially popular (http://www.wcu.edu/11869.asp).

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The Writing Center (WalC) offers help:

1) Smarthinking is an online tutoring program provided by Educational Outreach, allows students to submit their writing for asynchronous feedback or to schedule synchronous web chats with highly trained, online writing tutors. Note: newly enrolled students will not be able to access the program until after drop/add. If you have problems accessing this tool, let me know and I’ll contact Dr. Regis Gilman (rgilman@wcu.edu).
2) Citation help can be found here: documentation .
3) Other online writing and research resources are available to all students.
4) WalC’s understands the special writing challenges faced by graduate students. Be on the lookout for content about transitioning to graduate-level research, writing scholarly theses, and more.

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Career Center

Career planning and job searching help is available at: http://www.wcu.edu/6661.asp
If you are graduating this year and need assistance with job search documents, a career search or major career decision making, the Career Services Office is here to assist you. All of our services are available to you as a student and as an alumnus, most at no cost.
1. JobCut - Where we post full time jobs and internships for students and alumni
2. Peer Career Mentor Schedule
3. Resume and cover letter critiquing.
4. Career counseling and career decision making
5. Career events and career fairs
6. Practice with interviewing techniques
7. FOCUS-2 is an online, interactive system that combines self-assessment, major and career exploration, and career decision making.
8. The Non-Work Study Student Employment Office can help you find a part-time job.

Internship and Co-op Assistance...
Let Career Services assist you in finding an internship/co-op. Many companies will be interviewing on campus for internships or you may know of an organization with whom you wish to work. Check out our Events Calendar or stop by our office 2nd floor Killian Annex for more details.

Go To Meeting (G2M) help
I like G2M. If you want to set up a meeting independent from me, I’m told you can do so. Check out their WCU link.
→ Gotomeeting.wcu.edu

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Readings/Assignments</th>
<th>Due by 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 18 – August 24</td>
<td>GoToMeeting(7p) – Course Introduction Biography and Picture Syllabus Acceptance</td>
<td>Wednesday Sunday Sunday</td>
</tr>
<tr>
<td>2</td>
<td>August 25 – August 31</td>
<td>Chapter 1 – Financial Information and the Decision Making Process Chapter 2 – Billing and Coding for Health Services</td>
<td>Sunday Sunday</td>
</tr>
<tr>
<td>3</td>
<td>September 1 – September 7</td>
<td>Chapter 3 – Financial Environment of Healthcare Organizations Chapter 4 – Legal and Regulatory Environment</td>
<td>Sunday Sunday</td>
</tr>
<tr>
<td>4</td>
<td>September 8 – September 14</td>
<td>GoToMeeting (7-8p) – Student Q&amp;A on 1-5 Chapter 5 – Measuring Community Benefit Chapter 6 – Revenue Determination</td>
<td>Wednesday Sunday Sunday</td>
</tr>
<tr>
<td>5</td>
<td>September 15 – September 21</td>
<td>Exam #1 (Chapters 1-5) Chapter 7 – Health Insurance and Managed Care Chapter 8 – General Principles of Accounting</td>
<td>Sunday Sunday Sunday</td>
</tr>
<tr>
<td>6</td>
<td>September 22 – September 28</td>
<td>Chapter 9 – Financial Statements Chapter 10 – Accounting for Inflation</td>
<td>Sunday Sunday</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Schedule</th>
<th>Days</th>
</tr>
</thead>
</table>
| 7    | September 29 - October 5 | GoToMeeting (7-8p) – Student Q&A on 6-12  
Chapter 11 – Analyzing Financial Position  
Chapter 12 – Financial Analysis of Alternative Healthcare Firms | Wednesday  
Sunday  
Sunday |
| 8    | October 6 – October 12 | Exam #2 (Chapters 6-12)                                                   | Sunday     |
|      | October 13 – October 19 | FALL BREAK – NO COURSEWORK                                               |            |
| 9    | October 20 – October 26 | Chapter 13 – Strategic Financial Planning  
Chapter 14 – Cost Concepts and Decision Making | Sunday     
Sunday     |
| 10   | October 27 – November 2 | Chapter 15 – Product Costing  
Chapter 16 – Management Control Process | Sunday     
Sunday     |
| 11   | November 3 – November 9 | GoToMeeting (7-8p) – Student Q&A on 13-18  
Chapter 17 – Cost Variance Analysis  
Chapter 18 – Financial Mathematics | Wednesday  
Sunday  
Sunday |
| 12   | November 10 – November 16 | Exam #3 (Chapters 13-18)  
Chapter 19 – Capital Project Analysis  
Chapter 20 – Consolidations and Mergers | Sunday     
Sunday  
Sunday |
| 13   | November 17 – November 23 | Chapter 21 – Capital Formation  
Chapter 22 – Working Capital and Cash Management | Sunday     
Sunday     |
|      | November 24 – November 30 | THANKSGIVING BREAK – NO COURSEWORK                                     |            |
| 14   | December 1 – December 7 | GoToMeeting (7-8p) – Student Q&A on 19-23  
Chapter 23 – Developing the Cash Budget | Wednesday  
Sunday     |
| 15   | December 8 – December 12 | Exam #4 (Chapters 19-23)  
No late submissions accepted for any reason due to grade reporting requirements. | Friday     |

The instructor reserves the right to change the syllabus
MHS 660 Health Care Marketing - 3 Credit Hours
(Fundamentals of marketing applied to the health care environment; brand development and evolution; concepts of health care as a "product"; how technology is revolutionizing the health care marketing and services, changing the landscape for health care marketing)

Fall 2014

Nature and Purpose of the Course

Health care is unlike any other product. Those who provide it don’t set the price. Those who use it often don’t know what it costs. With the implementation of the Affordable Care Act, providers and insurers are facing new marketing challenges. This semester we will study the principles and practice of marketing and how the Affordable Care Act is forcing everyone – state governments, consumers, providers, employers and insurers – to change the way they do business.

Content will include the basic concepts of marketing, with special emphasis on branding, positioning and market research, traditional approaches to health care marketing, and the use of web-based marketing and social media.

Specific objectives for students include but are not limited to:
1. Understand basic marketing principles and their relevance to health care, including branding and positioning.
2. Analyze and evaluate the effectiveness of health care marketing using a variety of research techniques.
3. Review and integrate current literature on health care marketing concepts, methods and applications.
4. Develop a marketing plan that solves a problem for an organization.

Materials for the Course

A variety of materials will be used throughout the course (articles, web sites, case studies, etc.). The primary textbook used will be Health Care Market Strategy From Planning to Action, Fourth Edition, by Steven G. Hillestad and Eric N. Berkowitz.

We will also use selected case studies from the Harvard Business School. Students will also be expected to monitor two websites for current information about health care reform: Kaiser Family Foundation at http://healthreform.kff.org/ and the Commonwealth Fund at http://www.commonwealthfund.org/Health-Reform.aspx.

Communication

The instructor is Janet Smith Moore, MPS, APR, President of Words & Moore. She holds a Master’s Degree in Communications from Cornell University and is accredited by the Public Relations Society of America. Ms. Moore may be contacted at: 828/778-9300 (cell), 828/274-1127 (home) and janet@wordsmoore.com.
Course Outline and Assignments

Tuesday, August 19
In Class: Introductions and class overview
Marketing Fundamentals

Assignments For August 26:
- Read Harvard University Case Studies: Group A – Access Health CT: Marketing Affordable Care; Group B – Expanding Health Insurance to Millions: Learning from Oregon Health Insurance Experiment; Group C – Health Care Reform in Massachusetts: Impacts on Public Health
- Each group will present (in writing/powerpoint) to the class:
  - A summary of their case study (no more than 6 key points)
  - Identify three details/findings that surprised your group.
  - What are the implications for N.C., a state that decided not to expand Medicaid. (no more than 3)

Tuesday, August 26
In Class: Report on case studies.

Assignments For September 2:
- Read white paper by Frost & Sullivan – The Affordable Care Act: Defibrillating the Healthcare Industry (Ignore the plug for Intel®)
- Read Chapters 1, 2 and 3 in Health Care Market Strategy

Tuesday, September 2
In-Class: Discuss readings. 1) How is The Affordable Care Act changing the healthcare business model 2) How is it changing the way consumers, payers and providers do business? 3) What changes, if any, have you observed in your organization? 4) How are these changes affecting strategic planning and marketing for healthcare organizations?

Assignments For September 17 (no class September 9):
Readings:
- Read Chapters 3 and 4 in Health Care Market Strategy

Tuesday, September 9 – No Class (I’ll be in Hawaii ☀)

Tuesday, September 16
In Class:
Assignments For September 24: Read Chapters 5 and 6 in Health Care Market Strategy

Tuesday, September 23
In Class:
For September 30:

Tuesday, September 30
In Class:

For October 7:

Tuesday, October 7
In Class:

For October 21:

Tuesday, October 14 – FALL BREAK/NO CLASS

Tuesday, October 21
In Class:

For October 28:

Assignments
Readings: Advertising, big data and the clearance of the public realm: marketers’ new approaches to the content subsidy by Nick Couldry and Joseph Turow

1) navigation (how easy was it to move through the site) 2) content (how robust was it) 3) integration of social media (does it include the major platforms and integrate blogs) 4) functionality (how easy was it to book an appointment, sign up for a class, etc.)

Tuesday, October 28-
In Class:

For November 4:

Tuesday, November 4
In Class: Big Data

For November 11:

Tuesday, November 11
In Class:

For November 18: McKesson white paper -- Value-Based Care: Evaluating Contract Profitability, Bloomberg Businessweek – The Health-Care Industry Turns to Big Data

Tuesday, November 18
In Class: Group Presentations

Tuesday, November 25
In Class: Group Presentations
Tuesday, December 2
Final Exam
Western Carolina University  
College of Health & Human Sciences  
School of Health Sciences  
Master of Health Sciences (MHS) Program  
Summer 2014  

MHS 630 -- Medicare & Medicaid

| Class location: **online**                      | Professor: **Dr. Elizabeth Tait** |
| Class hours: **Wednesday, 7 – 8:50 p.m.**      | office: **828-227-2657** -      |
| Office hours: **before & after class; anytime by appointment** | home: **828-775-9095**          |
|                                                   | e-mail: **emtait@email.wcu.edu** |

**TEXTBOOK**  
None

**COURSE DESCRIPTION**  
This course provides an in-depth study of Medicare & Medicaid, the federal program that provides a national model for the provision of medicine in America.

**COURSE OBJECTIVES**  
- Learn details of Medicare & Medicaid & VA’s Tri-Care coverage; eligibility for these programs and enrollment procedures.  
- Understand the impact ACA has on Medicaid & Medicare and its participants  
- Understand how Medicare payments are derived for inpatient and outpatient services.  
- Recognize what medical expenses are, and are not, paid for through the Medicare program.  
- Examine the Medicare Prospective Payment system.  
- Understand the Medicare Prescription Drug Program.  
- Recognize rights and responsibilities of Medicare beneficiaries and providers.  
- Learn how to manage the Medicare program for an office practice and/or organization.

**GRADING CRITERIA**

Grading Scale:
- **A** = 93 percent and higher  
- **B** = 85 to 92.9 percent  
- **C** = 75 to 84.9 percent  
- **F** = 74.9 percent and lower

Note: Grades are Earned not Given.

The instructor reserves the right to change the syllabus
<table>
<thead>
<tr>
<th>Task</th>
<th>Points per task</th>
<th>Number of tasks</th>
<th>Total points possible to Earn</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;S</td>
<td>20</td>
<td>27</td>
<td>540</td>
</tr>
<tr>
<td>CMS Certificate Work</td>
<td>20</td>
<td>9</td>
<td>180</td>
</tr>
<tr>
<td>Discuss</td>
<td>10</td>
<td>24</td>
<td>240</td>
</tr>
<tr>
<td>Discussion reflection response</td>
<td>10</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Total points possible</td>
<td></td>
<td></td>
<td>1050</td>
</tr>
</tbody>
</table>

**All Assignments are Due:** Every Monday as noted on the Class Schedule (Starting on Page 10)

**CLASS MEETINGS:**

Synchronous? Asynchronous?

**Synchronous learning** refers to a learning environment in which everyone takes part in the learning experience at the same time.

**Asynchronous learning** refers to a learning environment in which everyone does not take part at the learning experience the same time.

This is an on-line class. On-line classes can be synchronous, asynchronous or both. As such, you do not need to attend synchronously. All synchronous classes will be recorded and posted in Bb for you to ‘attend’ when you have time to do so.

The structure of all on-line MHS classes relies on a measure of flexibility. The on-line program is structured to accommodate people who live in different time zones, and work unusual schedules. Some of the students taking this course are also taking residential courses offered at the same time as our class meets. As such, the option to pre-record is part of the course. The option to pre-record presentations was mentioned in our first G2M and is alluded to in the syllabus.

No, you do not have to attend any of the synchronous classes- but you DO need to participate.

Our First class meeting will be 8/4 from 7 to whenever.

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What: Discussion and Discussion reflection response:

GO2MEETING:

- We will meet every Wednesday from 7 to whenever (9 is my cut-off) with the exception of 6/11 (my daughter is getting married 6/14... something tells me my family will expect me to be available to visit with them) as noted on the schedule listed below (page 11). All meetings will be archived and posted in G2M for later participation.
- Participation in this 9-week course is comprised of handing in your weekly work on a timely basis.
- The Discussion reflection response can be done either in writing, or, on the weeks we are meeting, can be done by speaking your reflections to the class. Everyone has a different way of learning; for some, writing a response works better than dialoguing about it with peers.

Please give substantive comments in order to receive earn full points in both the discussion and the discussion reflection elements.

Why (aka The purpose of this exercise):
If we were meeting in an actual classroom, these discussions would happen organically (don’t you love that term?). By formalizing these discussion and posting them in the discussion board, you have the opportunity to reflect on the (sometimes odd) questions I put to you and your classmates. And respond to them! As you are graduate students you already know that the

- Professor lecture, and
- Read and regurgitate

model is sooo undergraduate. Graduate students THINK, and express themselves well. So the purpose of this lesson is to give you an opportunity to do so.

Summaries and Synthesis (S&S)
S&S are weekly reviews of the readings/elements. You will choose three (3) elements from the weekly selection to summarize and synthesize. This is one assignment. This assignment should be in MS WORD, 1-inch margins, put your name and week # at the top of each page (the header function is handy).

SUMMARIZE
There will be several readings or videos to choose from. Pick three (3) and Summarize each one individually

- Put a header at the top of each page with:
  o Your name
  o The date
  o The assignment number (eg. week 2)
- List the title of the article you are summarizing
- List the words for each summary

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• Reflect/report on the content - its usefulness of the reading in the context of health care today and in our near-term future, where near-term is defined as any time through roughly the year 2050, but with special regard to period through 2020.
• Limit your summary to between 150 and 200 words (less than the length of this paragraph). These summary critiques will be evaluated as “informal” writing; they will be read primarily for content. Put your effort into developing brief but comprehensive summaries (i.e., a sentence or two).
• Single-spaced.
• Think, what would Joe Friday say (“Dragnet”) and report, “Just the facts.” You can give your opinion in the Synthesis.

The purpose of this exercise: This activity is geared toward gaining/honing 2 skill sets: reading & writing + content
1. How to efficiently / effectively absorb lots of information
   o Information age - how to survive the flood
   o How to read, write Peer Reviewed (academic, dense) articles. Most articles, and certainly your thesis are in the same 5 section format:
     ▪ Introduction (why this study is important),
     ▪ Lit Review (what’s been studied before – show the hole),
     ▪ Methods (how the study was done),
     ▪ Results (just the facts: what was found),
     ▪ Conclusion (what was found, why it matters, ‘further study is needed’).
     ▪ Abstract
     ▪ Summary/conclusion
     ▪ Introduction
     ▪ Then browse/skim the entire article to fill in the blanks
   o Books
     ▪ Table of contents
     ▪ For each chapter, read the
       • Introduction
       • Conclusion
       • Then browse/skim the entire chapter to fill in the blanks
       • Pay attention to topic sentences.
   o Video clips – Ideas? Just watch?
2. How to write / report clearly, succinctly and precisely what you’ve absorbed
   o Elevator talk – master the sound bite.
   o Organize your thoughts; important stuff first/ tell the story.
   o Just the facts / keep your opinion to yourself.

SYNTHESIZE
For All THREE readings the readings you have summarized, write a Synthesis

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Merriam-Webster: **syn-the-size/**\,
\[\text{'sinTHi,siz/}

Verb: Combine (a number of things) into a coherent whole.

- Weave into whole cloth what you’ve read and summarized.
- Do NOT simply restate your summary – each paragraph should weave elements of each reading into it, not just report on one reading per paragraph. The topic sentence for these paragraphs would be theme related, not article related.
- Identify similarities and differences among the week’s elements you’ve chosen to summarize.
- Identify ways that the ideas in the readings may combine to suggest ways of approaching a challenge of health policy that none of the individual readings addresses adequately by itself.
- You should also feel comfortable to conclude your synthesis with your own thoughts about the issues and ideas discussed in the week’s readings, particularly if you can suggest innovative solutions to the policy problems under discussion, or ways to enhance the theories presented in the readings.
- The purpose of this paper is for you to develop and present your ideas, not merely to repeat what the readings say.
- For this assignment, you can simply refer to authors by their last names in your text, rather than using formal citations.
- The synthesis paper may not exceed one double-spaced page (1-inch margins on both sides, and top and bottom; double spaced; Times New Roman size 12 font with normal character spacing).
- Given this brevity, you should allow time to write at greater length, then edit to the required maximum, so that your writing is dense with meaning, and generally a polished piece of formal writing that presents your ideas clearly.

**The purpose of this exercise:** This activity is geared toward gaining/honing important skill sets –
- Taking lots of data and reformatting it into specific themes
- Framing your thoughts
- Lit Review! Every paragraph should cover a theme; not an article. The lit review is not a series of mini book reports.

**Online Tests:**
http://cms.meridianksi.com
Students will complete tests online corresponding to sections assigned on the Medicare Learning Network. The questions assess students’ reading and comprehension of the assigned material. Students will obtain a record of their test results at the conclusion of each section; a copy of these results shall be submitted to the instructor via email.

**The purpose of this exercise:**
- Earning certificate you can post on your CV or resume,

The instructor reserves the right to change the syllabus
✓ Learning about how Medicare/Medicaid is applied in the office/hospital/clinic environment, and
✓ Offers you the opportunity to earn all 21 certificates – on your own time, not part of this class.

The instructor reserves the right to change the syllabus
Additional Course Requirements:

1. **Class Attendance Policy:** Western Carolina University expects students to recognize the positive effect on academic success of class attendance and participation. All students are expected to attend all meetings of the courses in which they are enrolled; any absence is incurred at the student’s own risk. Points are awarded for participation for each class session; consequently, irregular attendance will have a severe impact on a student’s grade. There will be no excused absences. There will be no make-up opportunities for missed work. There is ample room in the grading schematic to allow for the occasional absence, given that all other assignments are satisfactory. Students who will be absent for an extended period of time due to extenuating circumstances should petition the professor to complete the course through an independent study curriculum.

2. **Academic Integrity.** Students have the responsibility to know and observe the requirements of the WCU Academic Honesty Policy, which prohibits cheating, fabrication of information, plagiarism, and facilitation of academic dishonesty. Information about the policy is provided online at [http://www.wcu.edu/studenthomepage/handbook/](http://www.wcu.edu/studenthomepage/handbook/). Penalties for violations of academic integrity policies may range from a zero (0) on the assignment to an automatic “F” in the course. Under WCU policy, academic integrity violations are automatically reported to the department chair and are also reported to the Office of Student Judicial Affairs.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or [lalexis@wcu.edu](mailto:lalexis@wcu.edu) You may also visit the office’s website: [disability.wcu.edu](http://disability.wcu.edu)

**Library - Good numbers / emails / web pages to know:**
- Ann Hallyburton is your Library subject liaison
- Phone: 828/227.7465
- Email: [ahallyb@wcu.edu](mailto:ahallyb@wcu.edu)

[http://researchguides.wcu.edu/healthcare](http://researchguides.wcu.edu/healthcare) is the web site to visit to find articles.

**Plagiarism**

There are multiple resources for help with plagiarism issues on campus, including the Department of Student and Community Ethics ([http://www.wcu.edu/8049.asp](http://www.wcu.edu/8049.asp)) and the Writing and Learning Commons ([http://www.wcu.edu/11861.asp](http://www.wcu.edu/11861.asp)). The plagiarism self-test is especially popular ([http://www.wcu.edu/11869.asp](http://www.wcu.edu/11869.asp)).

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The Writing Center (WaLC) offers help:

The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC’s online resources.

Tutoring Support for Distance Students

WHAT TYPE OF TUTORING SUPPORT IS AVAILABLE FOR DISTANCE STUDENTS ONLINE OR OFF-CAMPUS?
For students who cannot attend tutoring sessions in the Writing and Learning Commons (WaLC), tutoring support is available through Smarthinking, a free, online academic tutoring service for subject areas and writing. Students can also use the WaLC’s online writing resources and learning resources.

WHAT IS SMARTHINKING?
Sponsored by The Division of Educational Outreach, Writing and Learning Commons, and Office of the Provost, Smarthinking offers online academic support in the following disciplines: Math, Bilingual Math, Biology, Intro Human A&P, General Chemistry, Organic Chemistry, Physics, Economics, Accounting, Introduction to Finance, Statistics, Spanish, and Writing. New subject areas include Nursing and Allied Health, Computers and Technology, and Reading.

WHO CAN USE SMARTHINKING?
Smarthinking is available for students taking courses online, at Biltmore Park, and other off-campus locations. All eligible students are pre-registered for Smarthinking each semester after the drop/add period. Cullowhee campus students may be granted access to Smarthinking by contacting Distance Learning at distance@wcu.edu. Remember, you have ready access to the on-campus Writing and Learning Commons and the WCU Math Tutoring Center.

WHAT ARE THE TECHNICAL REQUIREMENTS TO USE SMARTHINKING?
To use Smarthinking you must be using Firefox 12 or higher, Internet Explorer 9 or higher, Safari 5.0 or higher, or Google Chrome 2.0 or higher. Students who use older versions of these Web browsers may experience connection issues.

WHO ARE THE SMARTHINKING TUTORS?
Smarthinking tutors hold Masters or PhD degrees in the subject areas for which they provide support. They undergo extensive training and ongoing professional development in working with students.

The instructor reserves the right to change the syllabus
HOW DO I ACCESS SMARThINKING?
Go to http://services.smarthinking.com and log in, based on the following guidelines:

- Your username will be your Catamount email address, and your password will be
  Western.
- If you are having trouble logging in, contact Distance Learning Smarthinking Support by
  email or by calling 828.227.7397 or toll free at 866.928.4723.

Special note for submitting papers of more than 10 pages:
Log-in to your Smarthinking account. Select the Writing Center Tab and select Essay Center
1-hour review and follow the submission instructions.

WHAT KIND OF SUBJECT HELP CAN I EXPECT FROM SMARThINKING?
The full list of subjects and hours of service for scheduling live help is available online or you
may print the subject and hours of service information (PDF).

WHAT KIND OF WRITING HELP CAN I EXPECT FROM SMARThINKING?
Students can receive feedback on any aspect of academic writing, including help
with organization, idea development, documentation, writing style, punctuation, and grammar.
Nursing and Allied Health students can submit essays by choosing Nursing or Allied Health
essays from the Submit Your Writing drop-down menu.

NEED TECHNICAL SUPPORT?
Please contact the Smarthinking Technical Support team Monday-Friday, 8 a.m. - 6 p.m. (EST):
Call toll-free: 888-430-7429, ext. 1
Email: support@SMARThINKING.com, and receive a response within 24 hours.

IS MORE DETAILED SMARThINKING GUIDANCE AVAILABLE? Yes!
Check out this link for more help: http://www.wcu.edu/academics/edoutreach/distance-online-
programs/student-resources/services-for-distance-students.asp

Career Center

Career planning and job searching help is available at: http://www.wcu.edu/6661.asp
If you are graduating this year and need assistance with job search documents, a career search or
major career decision making, the Career Services Office is here to assist you. All of our
services are available to you as a student and as an alumnus, most at no cost.
1. JobCat - Where we post full time jobs and internships for students and alumni
2. Peer Career Mentor Schedule
3. Resume and cover letter critiquing.
4. Career counseling and career decision making
5. Career events and career fairs
6. Practice with interviewing techniques
7. FOCUS-2 is an online, interactive system that combines self-assessment, major and
career exploration, and career decision making.
8. The Non-Work Study Student Employment Office can help you find a part-time job.

The instructor reserves the right to change the syllabus
Internship and Co-op Assistance...
Let Career Services assist you in finding an internship/co-op. Many companies will be interviewing on campus for internships or you may know of an organization with whom you wish to work. Check out our Events Calendar or stop by our office 2nd floor Killian Annex for more details.
Schedule of tasks

WEEK 1 –HISTORY BEHIND MEDICAID/MEDICARE; due 6/9

Before there was ‘Obama Care’ there was.... what? In order to understand where we are now, it is it helpful to see where we came from and how we got to where we are now.

Learning Objectives:

- Understand the history of what some would call ‘socialized medicine’ in America
- Be able to summarize ACA and Medicare/Medicaid’s role in it

CMS Certificate Work

➢ Complete: The World of Medicare – 62 minutes.

Discussion questions - After reading, summarizing and synthesizing these articles...:

- What surprised you about when and how Medicare and Medicaid came about?
- Gretzky, the great hockey player once said, “Success is not a mater o skating to where the puck is, it’s a matter of skating to where the puck will be.” – what did the Obama administration do that allowed the AMA to pass that previous administrations failed to do?
- As one would expect, the Summary of the ACA is lengthy. Note that not all the items mentioned are still part of the ACA. The CLASS Act was repealed. What are your thoughts?

S&S 3 of the following articles:

- Historical Background and Development of Social Security http://www.ssa.gov/history/briefhistory3.html

The instructor reserves the right to change the syllabus
WEEK 2 – MEDICARE; due 6/16

Medicare was signed into law on July 30, 1965, and is considered by many to have been a tremendous success. It withstood tremendous opposition from physician groups and many hospitals, particularly those in the South who were being forced to desegregate because of the law. But questions have arisen about its design and sustainability. Fears about insolvency have plagued the program for years. Medicare was central to the new reform legislation as more than half of the $938B price tag will be paid from Medicare savings, which will also extend the solvency of the program. Medicare has also been the subject of much discussion in the recent efforts to address the long-term Federal budget deficit and calls for reform constant. This session will provide an overview of the history of the program, its design and the challenges it faces going forward.

Learning Objectives:

- Define key features of Medicare
  - History
  - Covered services
  - Payment structures
  - Beneficiaries

CMS Certificate Work

➢ Complete: Your office in the World of Medicare – 138 minutes.

Discussion questions:

- Take the quiz and discuss what surprised you (and why) – http://kff.org/quiz/medicare-quiz/
- List what is covered under Medicare (high level list) – what else would you over or take away if you had the power to do so and why?

S&S 4 of the following articles:

1. Setting the record Straight about Medicare (3 pages)

2. Medicare and You (152 pages)

   http://kaiserfamilyfoundation.files.wordpress.com/2013/03/7067-02_medicare-at-a-glance.pdf


The instructor reserves the right to change the syllabus
WEEK 3 – MEDICAID: due 6/23

This week you’ll get an overview of the Medicaid program. It begins by discussing eligibility, financing, and administration of the Medicaid program by federal and state governments. It then discusses issues related to Medicaid spending – focusing on both long-term care and Medicaid managed care – and expansions to Medicaid through the state Children’s Health Insurance Program (CHIP). The lecture concludes by discussing several long-term challenges facing the Medicaid program.

Learning Objectives:

• Define key features of:
  - Medicaid history
  - Covered services
  - Population
  - Provider payments
  - Federal/state role

CMS Certificate Work

➢ Complete: Health Insurance Portability and Accountability Act (HIPAA) – 60 minutes.

Discussion questions:

• Take the quiz and discuss what surprised you (and why) – http://kff.org/quiz/medicaid-quiz/

• List what is covered under Medicare (high level list) – what else would you cover or take away if you had the power to do so and why?

• Describe key elements of health reform
  - Take up by states
  - Continuing political discussion

S&S 3 of the following articles:


The instructor reserves the right to change the syllabus
WEEK 4 – UNINSURED: due 6/30

The Uninsured – who pays the bill? Learn more about the uninsured low-income Americans who could obtain coverage under the Affordable Care Act and the potential impact this could have on your pocketbook.

Learning Objectives:

- Have a clear understanding about what the term "demographics" describes.
  - Per Wiki: “The notion of a group of people bound together by the sharing of the experience of common historical events developed in the early 1920s, in particular beginning with the theory of generations by the sociologist Karl Mannheim. Today the concept has found its way into popular culture through well known phrases like "baby boomer" and "Generation X".”

- Be able to describe who the uninsured are.

CMS Certificate Work

- Complete: Medicare Parts C and D Fraud, Waste and abuse – 60 minutes.
- Log into [http://www.socialsecurity.gov/myaccount/](http://www.socialsecurity.gov/myaccount/) and verify that what they have recorded for the estimated Social Security and Medicare taxes that you’ve paid is correct. Turn in your experience*, not your report! *Paragraph, power point, poem.

Discussion:

- What demographic group do you belong to and what characteristics define your group?

- Health insurance is expensive, so why pay months of premiums when you might not need to use it? Why not just wait to buy health insurance and buy it when you need it?

- Who are the uninsured? How might their insurance status impact your own healthcare costs?

S&S 3 of the following articles:

1. The Uninsured: A Primer - Key Facts about Health Insurance on the Eve of Coverage Expansions [http://kaiserfamilyfoundation.files.wordpress.com/2013/10/7451-09-the-uninsured-a-primer-key-facts-about-health-insurance.pdf](http://kaiserfamilyfoundation.files.wordpress.com/2013/10/7451-09-the-uninsured-a-primer-key-facts-about-health-insurance.pdf)


3. As the Economy Improves, the Number of Uninsured Is Falling But Not Because of a Rebound in Employer Sponsored Insurance [http://kaiserfamilyfoundation.files.wordpress.com/2014/03/8560-as-the-economy-improves-the-number-of-uninsured-is-falling1.pdf](http://kaiserfamilyfoundation.files.wordpress.com/2014/03/8560-as-the-economy-improves-the-number-of-uninsured-is-falling1.pdf)

The instructor reserves the right to change the syllabus
WEEK 5 — MEDICAID FOR KIDS AND PREGNANT WOMEN: due 7/7 or 7/8

Medicaid plays a key role in child and maternal health, financing 40% of all births in the United States. Medicaid coverage for pregnant women includes prenatal care through the pregnancy, labor, and delivery, and for 60 days postpartum as well as other pregnancy-related care (Medicaid.gov).

Learning Objectives:

- Be able to describe which programs (is it Federal? State? Both?) provide care for kids and pregnant women

CMS Certificate Work

➢ Complete: Part C Appeals – 100 minutes.

Discussion:

- Medicaid takes care of the poor and the very young (including pregnancy care); how easy is getting that care in your state? Define ‘easy’.
- In your opinion, why do you think these populations are covered an others are not? (Don’t panic: there are no ‘right answers’!)

S&S 3 of the following articles — rather than giving you all the information… many of these web sites have multiple venues to pursue. The depth you choose to dive in and report is up to you:


2. NC Division of Medical Assistance Who is Eligible - Infants, Children, & Families [http://www.ncdhhs.gov/dma/medicaid/families.htm](http://www.ncdhhs.gov/dma/medicaid/families.htm)

3. Watch this short video to learn more about year-round enrollment in Medicaid and CHIP. [https://www.youtube.com/watch?v=hCIl5MG5bRk&feature=youtu.be](https://www.youtube.com/watch?v=hCIl5MG5bRk&feature=youtu.be) then read What is CHIP [http://www.insurekidsnow.gov/chip/index.html](http://www.insurekidsnow.gov/chip/index.html) Then determine what does YOUR state provide by clicking here: programs in your state. Many clicks may be required to find what you need. Think how those who NEED this program must feel…

The instructor reserves the right to change the syllabus
WEEK 6 – MEDICAID FOR OLDER AMERICANS; due 7/14

“I want to grow old without facelifts... I want to have the courage to be loyal to the face I've made. Sometimes I think it would be easier to avoid old age, to die young, but then you'd never complete your life, would you? You'd never wholly know you.” – guess who said this (the answer is on the last page).

Learning Objectives:

- be able to describe what the CLASS act was, what it’s goals were and why it failed.
- Understand the importance of having a completed and communicated Advance Directive

CMS Certificate Work

➢ Watch Dr. ET’s Go2Meeting program on Advance Directives (40 minutes); then choose a form and turn it in filled out.


Discussion:

- Why do you think the CLASS Act failed and what do you think can be done to replace it?
- Read over “Convince Elderly Parent” http://www.agingcare.com/search.aspx?q=Convince+Elderly+Parent and then pick one (or many) and describe your findings/thoughts/feelings/experiences.
- Look over these Long term care options http://www.medicare.gov/what-medicare-covers/part-a/other-long-term-care-choices.html and describe what you plan to do NOW to help your family (yourself or your loved ones) make these choices.

S&S 3 of the following articles:

1) Health Care Reform and the CLASS Act http://kaiserfamilyfoundation.files.wordpress.com/2013/01/8069.pdf

2) Alternatives to Long-Term Care Insurance (Dr. ET posted in Bb)

3) How is the Affordable Care Act Leading to Changes in Medicaid Long-Term Services and Supports (LTSS) Today? State Adoption of Six LTSS Options http://kaiserfamilyfoundation.files.wordpress.com/2013/04/8079-02.pdf

The instructor reserves the right to change the syllabus
WEEK 7- MEDIGAP & MEDICARE ADVANTAGE; due 7/21

What's the difference between a medigap plan and a Medicare Advantage plan? Both are described as insurance that is "supplemental" to Medicare. Yet, there are very big differences between these two types of insurance, although both are options for people with Medicare. Technically, only medigap counts as "Medicare supplemental insurance" — in fact, that's its formal name — but Medicare Advantage plans may provide some extra benefits that could be considered as supplementing Medicare. Read on to learn more!

Learning Objectives:
- be able to describe what Medigap / MedSup is
- be able to describe what Medicare Advantage is

CMS Certificate Work
- Complete: Medicare Fraud and Abuse: Preventions, Detection and Reporting – 70 minutes.

Discussion:
- What was your experience in completing your Advance Directive?
- Tell how Medicare advantage differs from a Medigap policy?
- PPO HMO PFFS – what an alphabet soup!! What plan would you recommend for yourself or your favorite relative and why?

S&S 3 of the following articles:
1) Medigap: Spotlight on Enrollment, Premiums and Recent Trends  
   http://kaiserfamilyfoundation.files.wordpress.com/2013/04/8412-2.pdf
2) Medigap Reform: Setting the Context for Understanding Recent Proposals  
3) Medicare Advantage Fact Sheet  
   http://kff.org/medicare/fact-sheet/medicare-advantage-fact-sheet/

The instructor reserves the right to change the syllabus
WEEK 8 – MEDICARE PART D & Dual Eligible; due 7/28

This week we are covering two topics: Prescription Drugs and Dual Eligibles – for no other reason than there's just so much to cover! Part D: There are 2 ways to get Medicare prescription drug coverage—either through adding a Medicare Prescription Drug Plan (Part D), or getting a Medicare Advantage Plan (Part C – week 4) such as an HMO or PPO that offers Medicare prescription drug coverage. Duals: About 9 million people in the United States are covered by both Medicare and Medicaid, including low-income seniors and younger people with disabilities.

Learning Objectives:

- Know where to look for more information on prescription drug coverage.
- Understand the difference between a Tier 1, 2, and 3 drugs
- Understand who the Dual Eligibles are

CMS Certificate Work

➤ Complete: Skilled Nursing Facility Consolidated Billing – 60 minutes

Discussion:

- Having navigated your way thru Medicare/Medicaid – how easy do you think your parents/grandparents find navigating Medsup/MedAdvantage/MedMud (one term I heard an elder mutter)? Ideas to help? Be creative!
- A Dual Eligible can include a 66-year-old former nurse who suffers from a multitude of health problems; an 86-year-old stroke survivor and nursing home resident; a 64-year-old man with disabilities who lives independently; and a 42-year-old woman with numerous chronic conditions, including diabetes, a thyroid condition, effects of a stroke, and depression. Read/reflect (nothing long or fancy) on these short profiles: http://kaiserfamilyfoundation.files.wordpress.com/2013/01/8195.pdf

S&S 3 of the following articles:

- Wiki (yes wiki! Don't disregard the low hanging fruit often found in Wikipedia. Check your sources (good tips found there) and Be Aware) http://en.wikipedia.org/wiki/Medicare_Part_D
- Medicaid Coverage of Medicare Beneficiaries (Dual Eligibles) At a Glance: https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/downloads/Medicare_Beneficiaries_Dual_Eligibles_At_a_Glance.pdf

The instructor reserves the right to change the syllabus
WEEK 9 – WHAT DID WE MISS?; due 8/4 – last day of class!

Learn how benefits are coordinated when you have Medicare and other health insurance, and review an article before the term ObamaCare had ever been coined.

Learning Objectives:
- Be able to describe who pays first with Medicare and other health benefits
- Reflect: What Medicare’s Architects Had in Mind

CMS Certificate Work
➢ Take a break – it’s been a long hot summer.

Discussion:
- What were your Key take-a-ways from this course?
- What article or discussion was most meaningful to you?
- Reading Ball’s article (written in 1995!!!), what would you like to write to the future – for those who might be reading your work in 20 year or so...

S&S 2 of the following articles:
1) Medicare & Other Health Benefits: Your Guide to Who Pays First


“I want to grow old without facelifts... I want to have the courage to be loyal to the face I’ve made. Sometimes I think it would be easier to avoid old age, to die young, but then you’d never complete your life, would you? You’d never wholly know you.” – Marylyn Monroe

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The instructor reserves the right to change the syllabus
Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences (MHS) Program
Fall 2013

MHS 664 – Legal Environment of Health

I. General Course Information

INSTRUCTOR INFORMATION

Dr. Brian Raming
Email: bwraming@wcu.edu
Office: (828) 227-3510
Cell: (910) 220-2406 (please follow directions below)
Skype: brianraming
Skype Hours: M-F 9a – 1p (with exceptions of any meeting requirements)
            M 5p – 9p
** Other times available by appointment **

MANDATORY CLASS ATTENDANCE AT THREE OF THE FOLLOWING DATES

Wednesday, September 11th 6:00pm – 8:00pm
Wednesday, October 2nd 6:00pm – 8:00pm
Wednesday, October 30th 6:00pm – 8:00pm
Wednesday, December 4th 6:00pm – 8:00pm
**HOW TO COMMUNICATE WITH DR. RAMING**

a) Email – Of course, you can send me email. Written messages should have the course name/number in your subject line, appropriate salutation, and closing. Please write in complete sentences.

- **Western Carolina mandates that we use CATAMOUNT EMAIL for all correspondence. Please be sure to check your CATAMOUNT MAIL often.**

b) Telephone – Please feel free to call my cell between the hours of 10am – 9pm (please understand that you may have to leave a message with your name and return telephone number) under the following two scenarios:

  - If you are experiencing/expecting an emergency/important event and will unable to meet a deadline (I will determine if the situation calls for an extension… it is not guaranteed)
  - If you have sent me an email and I have not responded in 24 hours.

c) Skype – This is a free internet video/texting communication program. **THIS IS THE BEST WAY TO COMMUNICATE** about difficult topics, such as issues with your research proposal submissions.

  **Screenname – brianraming**

ANYTIME I AM ON THE COMPUTER AND AVAILABLE TO STUDENTS I HAVE SKYPE RUNNING… FEEL FREE TO CALL ME.

**MANDATORY CLASS MEETINGS:**

Most of the course is going to be thru Blackboard and using weekly assignments that you will complete on your own and submit into Blackboard. However, there are FOUR MANDATORY meetings via GoToMeeting during the semester for “Legal Brief Presentations”. You must attend 3 of the 4 sessions to be eligible to pass the course. Each attendance is worth 25 points. You will be assigned to present at one of the four meetings. Obviously, that is one of the mandatory days you must attend.

**How do I get on GoToMeeting?**

I will send everyone in the course an email on Sunday of the week we are meeting that will contain the link to get into the course session. If you have not downloaded GoToMeeting prior, the program will take you through the download process when you click on the entrance link. If need to download GoToMeeting the night of the first meeting, please be prepared to log in 15 minutes early so that you will have enough time to download the program. There are some rules that need to be followed in order to not tax the bandwidth and cause issues with the meeting. Please follow the following:

  - When you log into the session, mute your microphone. Only the presenter (which I select) will have their microphone open.
  - If you would like to ask a question, type your question in the text box during the “question and answer period” at the end of each presentation. I will then call on you to “unmute” to ask the question. The system gets really bogged down if too many people have microphones active at one time.
• Do not use the webcam unless I ask. I will have mine on for the first initial part of the meeting (when we do “housekeeping” issues) and at the end to see if there are any questions for me about the class prior to ending the session.

COURSE DESCRIPTION

This course will provide the student with a fundamental understanding of legal and ethical issues as they relate to hospital liability, informed consent, medical staff appointments, tort and health services, and other medical-legal matters.

TEXTBOOK


COURSE OBJECTIVES

Upon completion of the course, the student will:

■ Be familiar with the medical-legal issues associated with the delivery of patient care.
■ Be able to deal with common legal and practical problems facing the health industry.
■ Possess a basic understanding of the law as it relates to administration of health care programs.
■ Know the rights and responsibilities of all professionals who deal with patients.
■ Understand the possible legal ramifications of actions or in-actions of health care providers and professionals.

II. General Assignment Information

All written work must reflect graduate level use of appropriate grammar and spelling.

• Use your software checks to proof all written work before it is submitted.
• APA 5th Edition format is preferred; however, other disciplines may use other formats (e.g. AMA).
• Microsoft Word (.doc only; NOT .docx or .rtf) is required.
• Font/Size required –Times Roman 12 pt.
• All work submitted must have your name and the course number and assignment title. Work submitted without proper labeling will have 3 points deducted from the total possible.
• Work submitted with excessive grammar and/or spelling errors will be returned for revision and have ‘Late Assignment’ points deducted from the total possible if re-submitted past the due date.
**Academic Integrity Policy**

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

Violations of the Academic Integrity Policy include:

- **Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication** - Creating and/or falsifying information or citation in any academic exercise.
- **Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.
- **Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head (and the Associate Dean of the Graduate School when the student is a graduate student), in writing of the academic dishonesty charge and sanction.

The Academic Integrity Policy and Faculty Reporting Form can be found online at dsce.wcu.edu.

**Graduate School Grading Policy:**

A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

**Grading Scale:**

A = 93 percent and higher
B = 85 to 92.9 percent
C = 77 to 84.9 percent
F = 76.9 percent and lower

III. Assignment Descriptions

**Biography and Picture (10pts)**

Please post a biography and picture of yourself in the “Biography Assignment” area. Once you are in the area, click on the title of the assignment. This will take you to a submission area where you can post the assignment for grading. In your biography, please list the following:

- Name
- Location
- Hometown
- Current employment position
- Major
- Anticipated year of graduation
- Any family information you would feel comfortable sharing
- Any hobbies or personal information you would feel comfortable sharing
- Current picture of yourself

**Syllabus Acceptance (10pts)**

Please post that you have read, understand, and agree to the terms outlined in the syllabus in the area entitled “Syllabus Acceptance”. Once you are in the area, click on the title of the assignment. This will take you to a submission area where you can post the assignment for grading.

**Opinion papers (50 points each):**

- You will have 5 opinion papers to write.
- Opinion topics are found in under the tab “Opinion Brief Topics”.
- To submit your “Opinion Paper”, just click the title of the opinion topic located in the “Opinion Papers” section of Blackbaord. This will take you to a submission page where you can attach your WORD document.
- Please have a title page that contains the following:
  - Title of the Topic
  - Your Name
  - MHS 664
  - Dr. Brian Raming
  - Submitted - Fall 2013
- Your paper will then discuss the following:
  - What are the legal arguments that either side can make based on the reading.
  - How would you decide the case given the arguments you have presented on both sides and why?
Briefing papers (10 at 60 points each):

- You have 10 briefs to write.
- Briefs shall be posted in BlackBoard in the “Brief Assignments” section by clicking on the corresponding week’s brief assignment. This will take you to a submission page where you can attach your WORD document.
- Choose your brief from among the cases cited in the chapters being covered in that week’s reading (case filing information is posted in the “Notes” section at the end of the chapter).
- You are encouraged (indeed, it is expected) to obtain a copy of the complete decision delivered by the court. This will necessitate a visit to a law library and/or an online search. Contact your library liaison if you have questions.
- The briefing paper should be approximately two-pages in length and dropped into the body of the discussion format for others to comment on, and for me to grade. These briefs must include the following 7 items:
  - Name: Your Name
  - Title: Title of case study and case citation.
  - Issue: The issue of the case presented as one to three sentences.
  - Holding: Summarize the court’s finding.
  - Disposition: Was it sent to a higher court? What was their finding?
  - Reason: Summarize the reasoning of the court in deciding the case at each level.
  - Plaintiff’s position/argument (at least 150 words)
  - Defense position (at least 150 words)
  - Discuss if you agree or disagree and why?

Briefing presentations (60 points):

- You will be assigned to present a PowerPoint Presentation on a brief submission once this semester.
- Brief presentations shall be posted and contain the same information as the brief due the previous Sunday, the difference is that you will be posting a PowerPoint that you will present on your assigned day later the next week instead of a WORD document. Post your brief PowerPoint on Sunday, present that brief the following Wednesday.
- When you log into the meeting on your night to present, have your presentation minimized for when I turn presentation control over to you and your computer. Then you can unminimize your presentation so we can view your presentation.
- The four meeting nights:
  - Group 1 Wednesday, Sept 11th 6:00pm – 8:00pm
  - Group 2 Wednesday, Oct 2nd 6:00pm – 8:00pm
  - Group 3 Wednesday, Oct 30th 6:00pm – 8:00pm
  - Group 4 Wednesday, Dec 4th 6:00pm – 8:00pm

** In order to pass the class you must attend three of the four class meetings. **
IV. Opinion Paper Topics

Opinion Paper 1
From what you have learned from the first readings and in context with risk management, write an opinion in response to the tragic death of a student in his fourth football practice for Western Carolina University. The underlying legal question is, "does the presence of an Athletic Training Program increase or decrease the liability for WCU.

Scenario: Cat Crusher is a Sophomore on WCU's football squad. On the fourth day of official practice, Cat starts to feel incredibly faint and jittery. The one of the Athletic Trainers does a thorough assessment on Cat and takes him into the training facility by modified golf cart. During the transport, she hears Cat grunt really loud and then has a seizure. She immediately calls for help from other trainers; one of which is immediately sent to call 911 for the local EMS. Within a minute, Cat suffers from cardiac arrest. Unfortunately, and even after heroic measures are attempted by the athletic training staff and EMS, Cat is pronounced dead by the emergency room staff at the hospital.

Please be sure to utilize the grading rubric posted on Blackboard and in your syllabus to guide your opinion paper.

Opinion Paper 2
Please write an opinion from the perspective of a legal mediator, identifying any potential liability for the organization or its employees. The question is, "what if the problem is too much care?" Please provide a legal opinion on the assumption of risk for providers in their care decision recommendations and actions.

Here is the scenario as presented by Phil Manger of Cockeysville, MD:

“One day a little less than two years ago, I received a phone call from the hospital. Doctors wanted to perform a needle biopsy on a mass in my mother’s lung. The mass had been discovered during a CT scan they had ordered to try to locate the transient ischemic attack (TIA), or mini-stroke, that had sent her to the hospital. I drove down to the hospital and, without thinking much about it, signed an authorization for the procedure. I then went to see my mother and explained what the doctors wanted to do. She became very upset...

My mother was 88. She had emphysema and was on three liters of oxygen around the clock. She suffered from rheumatoid arthritis and macular degeneration and was legally blind. She had heart and circulation problems and had several procedures done in an attempt to treat them. She wore a pacemaker. Her TIA's were frequent. A needle biopsy would entail considerable risk for her. The needle could accidentally puncture her lung and, because of her severely limited lung
capacity, she could die. The question also arose that if the biopsy discovered the mass was malignant, then what? She was so frail she would not survive either surgery or chemotherapy...

Knowing that the results would not be actionable, why did doctors order a needle biopsy in the first place?"

Complainant – Patient and Mr. Manger

Defendant - Physicians ordering procedure and hospital where physician has privileges.

In addition to your textbook and other readings, some answers might be found in the book “Overtreated: Why Too Much Medicine is Making Us Sicker and Poorer,” by Shannon Brownlee.

Opinion Paper 3

Please write an opinion of at least 250 to 500 words. These opinions should be written from the perspective of a healthcare manager, identifying any potential liability for the organization or its employees. The facts of this case are as follows:

Mrs. Smith presented herself for care at an emergency room. During the course of treatment she was administered an IV. After some time (exact time measure not known), Mrs. Smith removed her own IV and left the emergency room without letting the attending nurse or physician know. ER personnel called the local police department who dispatched an officer to go to the home of Mrs. Smith. Upon arriving at the Smith home, the police officer was barred from entering the home by Mr. Smith. Mrs. Smith was behind her husband at the front door and in the ensuing communication she yelled that she “did not want to see the police”. The police officer called for backup. Mr. Smith got into a heated exchange with the police officers, maintaining they had no right to enter his property. He locked the door. The police officers forced entry, kicking open the door. In the confusion that followed, Mr. Smith was shot twice and severely wounded. Are there any issues of corporate liability for the injuries sustained by Mr. Smith? The medical record does not have a signed release from the patient (Mrs. Smith); does this matter?

Plaintiff – Mrs. Smith

Defendant – Attending ER Physician and the hospital
Opinion Paper 4

The issue is obesity and legislation/policy proposals that will "tax" consumers with supplemental healthcare insurance costs if the consumer falls into the obesity category. Are there legal precedents both for and against this type of legislation? Please prepare and be ready to present a legal opinion with regards to this issue. Where does North Carolina stand?

Scenario: Mr. Obi Besity has decided to leave the workforce while he pursues a graduate degree program. His wife works part-time but the family is financially able for Mr. Besity to take on full-time student status and leave the workforce. Knowing that he has to still be responsible for his family, he investigates private insurance companies for a policy to cover him and his wife. He completes all the necessary paperwork (it seemed like it would never end) and has the necessary “physical” the company mandates for consideration. Two weeks later, he gets the letter accepting him for insurance but the price if the invoice was far higher than he had researched. He noticed a “Health Risk Tax” listed for a considerable amount and decided to call the company. The woman who took the call informed him that the company charges an additional amount for those who are considered a risk. When he had his policy physical, they had recorded him as “Excessively Obese”, the highest category, for being 295lbs at 6’0” tall. He stated he had never heard such a thing and felt this was bad policy as he had never had any serious illness, a diagnosis of heart disease, or diabetes. The representative stated that this has been the practice for the last 3 years and there was unfortunately nothing she could do. She advised Mr. Besity that he could shop around but would find that “our prices are comparable, if not lower, than any other policies he may find.

or

You may choose a current, pertinent topic that you are passionate about and wish to write an opinion on. No, I do not need to approve your topic ahead of time. Do keep it within the scope of the course (health and legal).
### V. Information on Grading Assignments

**Rubric for grading Briefs (60pts)**

<table>
<thead>
<tr>
<th>Title Page</th>
<th>0 Points</th>
<th>3 Points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>No title page.</td>
<td>Does not have all the title page information or is not on its own page.</td>
<td>Has all information and is on its own page.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue</th>
<th>0 Points</th>
<th>7 Points</th>
<th>8 - 10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not provide the issue of the case.</td>
<td>Minimally discusses the issues of the case and leaves many questions.</td>
<td>Fully discusses the issue of the case.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Plaintiff’s Position</th>
<th>0 Points</th>
<th>7 Points</th>
<th>8 – 10 Points</th>
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</thead>
<tbody>
<tr>
<td>Does not give plaintiff’s position.</td>
<td>Gives minimal information on the plaintiff’s position.</td>
<td>Gives thorough discussion of plaintiff’s position.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Defendant’s Position</th>
<th>0 Points</th>
<th>7 Points</th>
<th>8 – 10 Points</th>
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<table>
<thead>
<tr>
<th>Holding</th>
<th>0 Points</th>
<th>7 Points</th>
<th>8 – 10 Points</th>
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<tbody>
<tr>
<td>Does not give the course decision</td>
<td>Gives a very general discussion of the court’s ruling.</td>
<td>Gives the decision of the court (with justification). If a Supreme Court case, provides both assenting and dissenting opinions.</td>
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<thead>
<tr>
<th>Agree / Disagree</th>
<th>0 Points</th>
<th>7 Points</th>
<th>8 – 10 Points</th>
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<tbody>
<tr>
<td>Does not give a personal opinion on the decision or law in question.</td>
<td>Gives opinion on law and/or ruling but no reasoning for the student’s opinion.</td>
<td>Provides opinion on law and/or ruling and provides reasoning for opinion.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>0 Points</th>
<th>3 Points</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student does not cite (in work) or give bibliographic reference list for any outside resource.</td>
<td>Has outside resources but either only cites them in work or provides a bibliographic reference list.</td>
<td>Has outside resources and BOTH cites the resource in work AND as a bibliographic reference list.</td>
<td></td>
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</table>
## Rubric for grading “Opinion Papers” (80pts)

<table>
<thead>
<tr>
<th></th>
<th>0 Points</th>
<th>3 Points</th>
<th>5 points</th>
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</thead>
<tbody>
<tr>
<td><strong>Title Page</strong></td>
<td>Does not have the required information.</td>
<td>Has some of the information requested.</td>
<td>Has all the information requested.</td>
</tr>
<tr>
<td><strong>Issue</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>8 - 10 Points</td>
</tr>
<tr>
<td></td>
<td>Does not outline the issue at all.</td>
<td>Minimally discusses the legal issue of the case.</td>
<td>Fully discusses the issue of the case.</td>
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<tr>
<td><strong>Possible legal justification</strong></td>
<td>0 Points</td>
<td>14 Points</td>
<td>16 - 20 Points</td>
</tr>
<tr>
<td><strong>Possible legal justification</strong></td>
<td>0 Points</td>
<td>14 Points</td>
<td>16 - 20 Points</td>
</tr>
<tr>
<td><strong>What would your decision</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>16 - 20 Points</td>
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<tr>
<td>be if you were responsible</td>
<td>Does not give a legal decision.</td>
<td>Gives a legal decision in general discussion.</td>
<td>Gives a decision with legal justification for their decision.</td>
</tr>
<tr>
<td>for decision?</td>
<td></td>
<td></td>
<td>Citation of legal precedence from other cases.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>0 Points</td>
<td>3 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td></td>
<td>Student does not cite any Student does not cite (in work) or give bibliographic reference list for any outside resource.</td>
<td>Has outside resources but either only cites them in work or provides a bibliographic reference list.</td>
<td>Has outside resources and BOTH cites the resource in work AND as a bibliographic reference list.</td>
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</table>

### Due Dates

All written work is due by 11:59pm on the date listed in the course schedule. The only exceptions are presentations and the fourth “Opinion Paper”.
Your PowerPoint for your presentation is to be posted the SUNDAY BEFORE YOUR PRESENTATION and counts for that Sunday’s brief requirement – You submit your presentation on a Sunday and then present it on the following Wednesday.

NOTE - If you are assigned to present in Group 4, you will submit your PowerPoint the Sunday before Thanksgiving Break and then will not present it until December 4th.

Late submissions:
- Submitted 1 – 6 days late will lose 5 points.
- Submitted between 7 – 13 days late will lose 10 points.
- Submitted between 14 and 20 days late will lose 15 points.

All attachments must be WORD DOCUMENTS.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Unit points</th>
<th>Total points</th>
<th>%</th>
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<tbody>
<tr>
<td>Biography Assignment</td>
<td>25</td>
<td>25</td>
<td>2.3%</td>
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<tr>
<td>(due Thursday of Wk 1)</td>
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<tr>
<td>Syllabus Acceptance Assignment</td>
<td>25</td>
<td>25</td>
<td>2.3%</td>
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<tr>
<td>4 Brief Presentation Nights</td>
<td>25</td>
<td>100</td>
<td>8.6%</td>
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<tr>
<td>(Mandatory attendance at 3 of the 4 nights)</td>
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<tr>
<td>4 Opinions</td>
<td>100</td>
<td>400</td>
<td>34.7%</td>
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<tr>
<td>10 Briefs (one mandatory presentation)</td>
<td>60</td>
<td>600</td>
<td>52.1%</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>1150</td>
<td>100%</td>
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</table>

VI. Assistance for Students

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu You may also visit the office’s website: disability.wcu.edu
**Good numbers / emails / web pages to know:**

Ann Hallyburton is your subject liaison/ Health Sciences Librarian
Phone: 828/227.7465
Email: ahallyb@wcu.edu
http://researchguides.wcu.edu/healthcare is the web site to visit to find articles.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>August 19th to August 25th</td>
<td>General “housekeeping” and welcome!</td>
<td>Read Chapter 1</td>
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<td></td>
<td>Chapter 1: Historical Perspective</td>
<td>Biography with picture</td>
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<td>(Bio due Thurs 9/22)</td>
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<td>Syllabus Acceptance</td>
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<td>2</td>
<td>August 26th to September 1st</td>
<td>Chapter 2: Introduction to Law</td>
<td>Read Chapters 2, 3</td>
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<td>Chapter 3: Tort Law</td>
<td>Brief #1</td>
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<td>3</td>
<td>September 2nd to September 8th</td>
<td>Chapter 4: Criminal Aspects of Health Care</td>
<td>Read Chapters 4, 5</td>
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<td>Chapter 5: Contracts</td>
<td>Brief #2</td>
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<tr>
<td>4</td>
<td>September 9th to September 15th</td>
<td>Chapter 6: Civil Procedure and Trial Practice</td>
<td>Read Chapter 6, 7</td>
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<td>Chapter 7: Corporate Liability</td>
<td>Brief #3</td>
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<td></td>
<td>Brief Presentation Grp 1</td>
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<td></td>
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<td>(Wed, Sept 11th)</td>
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<td>5</td>
<td>September 16th to September 22nd</td>
<td>Chapter 8: Medical Staff</td>
<td>Read Chapters 8, 9</td>
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<td></td>
<td>Chapter 9: Nursing and the Law</td>
<td>OPINION PAPER 1</td>
</tr>
<tr>
<td>6</td>
<td>September 23rd to September 29th</td>
<td>Chapter 10: Liability by Department and Health Professional</td>
<td>Read Chapter 10, 11</td>
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<td>Chapter 11: Information Management and Health Care Records</td>
<td>Brief #4</td>
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<td>7</td>
<td>September 30th to October 6th</td>
<td>Chapter 12: Patient Consent</td>
<td>Read Chapters 12, 13</td>
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<td>Chapter 13: Legal Reporting Obligations</td>
<td>Brief #5</td>
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<td></td>
<td>Brief Presentation Grp 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(Wed, Oct 2nd)</td>
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<td></td>
<td>October 7th to October 13th</td>
<td><strong>FALL BREAK</strong></td>
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<td>8</td>
<td>October 14th to October 20th</td>
<td>Chapter 14: Issues of Procreation</td>
<td>Read Chapters 14, 15</td>
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<td></td>
<td>Chapter 15: Patient Rights and Responsibilities</td>
<td>OPINION PAPER 2</td>
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<td>9</td>
<td>October 21st to October 27th</td>
<td>Chapter 16: Acquired Immune Deficiency Syndrome</td>
<td>Read: Chapters 16, 17</td>
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<td>Chapter 17: End of Life Issues</td>
<td>Brief #6</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Reading/Assignments</td>
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</table>
| 10   | October 28th to November 3rd | Chapter 18: Professional Liability Insurance  
Read Chapter 18  
Brief #7  
Brief Presentation Grp 3 (Wed, Oct 30th) |
| 11   | November 4th to November 10th | Chapter 19: Labor Relations  
Chapter 20: Employment, Discipline, and Discharge  
Read Chapter 19, 20  
Brief #8 |
| 12   | November 11th to November 17th | Chapter 21: Managed Care and Organizational Restructuring  
Read Chapters 21  
OPINION PAPER 3 |
| 13   | November 18th to November 24th | Chapter 22: Tort Reform and Risk Reduction  
Chapter 23: Patient Safety and Zero Tolerance  
Read Chapters 22, 23  
Brief #9 |
|      | November 25th to December 1st | **THANKSGIVING BREAK** |
| 14   | December 2nd to December 8th | Chapter 24: Worldwide Search  
Chapter 25: Journey to Excellence  
Read Chapters 24, 25  
Brief #10  
Brief Presentation Grp 4 (Wed, Dec 4th) |
| 14   | December 9th to December 13th (Friday) | **FINALS WEEK**  
OPINION PAPER 4 |

Although not anticipated, the professor reserves the right to make changes to syllabus as needed to ensure course quality and delivery of course material.
Western Carolina University
College of Health & Human Sciences
School of Health Sciences
Master of Health Sciences (MHS) Program

MHS 665 – Quality Performance in Health Care Organizations

Contact Information:
Susan Smith-Crisp (primary Instructor)
slcrisp@email.wcu.edu
Cell phone for urgent needs: (919) 628-6212

Dr. Marianne Hollis
mhollis@email.wcu.edu
HHS Rm. 440

Office Hours: By appointment via phone, or Go-to-Meeting (GTM)

Catalog Description: Quality improvement in patient care delivery; includes program design and
new and emerging concepts and practices in quality management.

General Course Description: This graduate level course provides a systems perspective of the
role of the healthcare or health services manager in improving performance quality; explores
managerial and organizational issues related to healthcare quality; enhances manager’s effective
management of health services; and provides real-life application of quality performance concepts
and strategies.


Companion Website: Several assignments and course activities will reference the textbook

Learning Objectives: At successful course completion the graduate student will be able to:

- Describe a quality continuum for healthcare and health services managers
- Identify management behaviors that demonstrate the three principles of quality
- Practice using continuous improvement and client safety tools
- Integrate the concepts of systems thinking and dynamic complexity into practice
- Discuss implications of various systems models for healthcare managers
- Practice identifying mental models or assumptions that influence manager behavior
- Explore the relationship between goals and desired results
- Gain appreciation for the role of a well-defined purpose to quality management
- Evaluate comparative data in developing performance measures
- Apply the concept of organizational traction to ongoing improvement efforts

Instructor reserves the right to change the syllabus
Learning Environment and Activities: Participation in the Blackboard (Bb) environment is a major percentage of your semester grade. The Instructor will monitor participation on a regular basis. Anticipate active engagement in Blackboard (Bb) activities 2-3 days/week at a minimum.

General expectations for the course:

1. Read all assigned material
2. Prepare for on-line discussions by reflecting critically about the assigned and ‘discovered’ readings
3. Contribute substantive discussion postings based on readings, group interaction and experience; share related research or journal articles or pertinent website information
4. Participate and reflect on group discussions which explore, analyze, and critique content; identify and clarify assumptions and concepts; and evaluate and synthesize the input of class participants
5. Engage in the group project through appropriate activities (e.g., active in group communications, completion of group assignments)

Email: Use of Blackboard (Bb) “Send Emails” function is preferred for course communications. All class announcements will be made in Blackboard (Bb); a notice of each announcement is also sent to your Catamount Email. Alternate/Catamount Emails will be used if the Blackboard (Bb) system is down or unavailable. Alternative contact information provided by students will be used only on an emergent basis. If I will not have Email available for any period of time (e.g. traveling) I will notify the class in advance.

Individual Work: Regular participation in Discussion postings including exercises related to text readings and contributing to all aspects of the group work will constitute individual work in the course.

Group Work: Work groups will be assigned during the first week of the course. Group work this semester will consist of working through a specific quality performance problem/scenario with specific sections, targets and objectives. The group will be able to determine which project to complete and the health care setting for the scenario (where appropriate). These activities are designed to develop collaboration and constructive feedback skills – essential in any quality improvement process, work settings [and graduate school 😊]. A set of Project Guidelines with the choice of project is provided in the first week’s learning module.

Your group should meet regularly on this project. Each group has their own area with tools for communicating, sharing files and emailing within the group. If desired, students can obtain their own Go-to-Meeting (GTM) accounts to facilitate this process. Group meetings should coordinate with the Project Report deadlines; an initial meeting would be useful to develop a process for sharing and learning from the feedback and critique activities. You can meet in person or phone conference if better for the group. See ‘Student Resources’ tab for directions on obtaining your own GTM account for use in group work.

At the end of the semester, each group will load their final project into Blackboard (Bb) so other students may review, ask questions and provide feedback. Go-to-Meeting (GTM) pre-recorded
lectures corresponding to the assigned textbook chapters will be posted in the appropriate Weekly Learning Module.

Make sure your computer is ready to review these sessions – First, review the GTM Guide located under “Additional Resources”. Then - click on the “Course Introduction” GTM link in the Week 1 Module.

You may use the GTM system to listen to pre-recorded lectures or communicate with your Instructor or classmates. See ‘Student Resources’ tab for directions on obtaining your own GTM account for use in group work.

**Discussion:** Topics are posted to coincide with each week of the semester. The primary focus of online discussion is for graduate students to share perspectives with one another as part of both instructor and student-generated questions and comments. Reading the assigned textbook and/or posted readings for the week is important as these will be the basis for each topic. The quality of your postings will contribute to your understanding of the topic, building class knowledge and your overall participation grade.

Students are expected to respond to discussion-starters/exercises posted by the instructor, and also to one another within the discussion topics. A general rule of thumb is to make three supported (not opinions) responses to each discussion question, unless directed otherwise by the discussion topic instructions. These can take the form of critical comments, sharing of discipline-specific research findings, further questions or relating experiences in your actual workplace setting.

The instructor will act as a moderator and facilitator rather than taking an active role in the ongoing discussion. However, the instructor will be reading and following discussions closely. If the discussion needs redirection, or asks specific questions that require it, the instructor will do so. Grading of online discussions will be based a rubric focused on timeliness of comments (do not wait to post on the last day), focus on the topic, integration of other responses, and analysis of the question/topic supported by readings, website information or peer-reviewed findings.

**Assignment Expectations:** All written work should reflect graduate level grammar and spelling,
- Use software checks to proof all written work before it is submitted.
- APA 6th Edition or AMA format is required.
- Microsoft Word (.doc, .docx) or Rich Text Format (.rtf) is required.
- Font/Size required – Arial 10 pt or Times Roman 12 pt
- All work submitted must have your name and the course number and assignment title. Work submitted without proper labeling will be returned for revision; 2 points will be deducted with successive omissions.
- Work submitted with excessive grammar and/or spelling errors will be returned for revision and have 2 points deducted from the total possible for that assignment.

**Submitting Assignments:** All student assignments will be submitted in Blackboard (Bb).

**Late Assignments:** Work submitted late will have 5 points deducted from the total possible, regardless of the reason. Contact the instructor immediately for any emergent circumstances.

Instructor reserves the right to change the syllabus
Grading: There are a total of 600 points in the course divided using the percentages below:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Work</td>
<td></td>
</tr>
<tr>
<td>Discussion Board (9 @ 30 = 270)</td>
<td>270</td>
</tr>
<tr>
<td>Evaluation of Group Process (Wk 9)</td>
<td>30</td>
</tr>
<tr>
<td>Group Work</td>
<td></td>
</tr>
<tr>
<td>Project Identification (Wk 2)</td>
<td>50</td>
</tr>
<tr>
<td>Project Report I (Wk 4)</td>
<td>75</td>
</tr>
<tr>
<td>Project Report II (Wk 6)</td>
<td>75</td>
</tr>
<tr>
<td>Final Project Report (Wk 8)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Point → Letter Grade Conversion

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>600-558</td>
</tr>
<tr>
<td>B</td>
<td>83 – 92</td>
<td>557-498</td>
</tr>
<tr>
<td>C</td>
<td>73 – 82</td>
<td>497-438</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
<td>&lt; 438</td>
</tr>
</tbody>
</table>

Graduate School Grading Policy:
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

Academic Conduct:
The following is WCU’s Academic Honesty Policy as delineated in the Student Handbook:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructor reserves the right to change the syllabus
Summer 2013

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. Subsequently, the student may also be dismissed from the Graduate School.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: [http://disability.wcu.edu](http://disability.wcu.edu)

Instructor reserves the right to change the syllabus
Distance Learning Office Hours
TWR 12:00-13:00 Eastern Standard Time. You are welcome to call me at any time, but during these times I am guaranteed to be in my office and available by phone, IM, webcam, or email.

Course Description:
EMC 520 EMS Education and Training (3). EMS traditional and online instruction, including medical skills evaluation and measuring clinical competency. PREQ: Admission to EMC concentration or permission of instructor.

Course Overview
This course covers the roles and responsibilities of the EMS educator and EMS training officer. In addition, the course provides the skill set necessary for teaching EMS at the community college and undergraduate level, as well as providing instruction within continuing education programs within an EMS system. Special attention will be given to traditional and online teaching methods, medical skills evaluation systems, measuring clinical competency, and EMS education research.

Objectives:
Upon completion of this course, the participant should be able to:
1. explain the roles and responsibilities of EMS educators and the characteristics of an effective educator
2. analyze legal issues associated with EMS education
3. describe the characteristics of adult learners
4. describe the various learning styles, domains of learning, and barriers to learning
5. define and describe the components of a lesson plan
6. Integrate various presentation styles and criteria into successful classroom presentations
7. identify various types of evaluation, and the advantages and disadvantages of each
8. describe facilitated learning, communication and feedback techniques, and the steps of the remediation process
9. create activities that foster critical thinking, techniques to increase motivation in different types of students, and methods to enhance the experience of psychomotor skill practice in the classroom
10. Assess different discipline strategies
11. Formulate aspects of cultural awareness that are important to instill in students in the classroom setting
12. discuss the importance of mentors for the development of a professional EMS instructor
13. value the importance of research in the clinical and educational settings of EMS and implement research in his/her workplace

Textbooks:


Activities:

Reading assignments:
- There will be a number of reading assignments to supplement the course lectures.

Discussion Postings:
The instructor will post weekly discussion topics that the students will be required to participate in.
Course Project:
- For your agency/organization, design a presentation to be delivered:
  - identify the need/perform a needs assessment
  - write goals and objectives
  - design the lesson plan
  - describe how you will address each domain of learning
  - identify any legal issues associated with the presentation
  - create the media presentation
  - write the lecture notes
  - describe the evaluation measures that will be utilized
  - describe the presentation style(s) you will use and justify

Evaluation:

Students will receive regular feedback about the nature and quality of their contributions in the online components of the course and in work submitted. Students are expected to participate regularly in the online discussion.

Each written assignment will be graded in terms of:
  - completion of the assignment as iterated (what was asked of you)
  - demonstrated achievement of the point (desired outcome) of the assignment
  - depth and quality of thought in the completed assignment.

Evaluation of course assignments is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>10%</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation/Notes</td>
<td>50%</td>
</tr>
</tbody>
</table>

Grading Scale:

The following grading scale will be utilized during the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>83-92</td>
<td>B</td>
</tr>
<tr>
<td>73-82</td>
<td>C</td>
</tr>
<tr>
<td>&lt;73</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance/Participation
Keeping pace with the course content is essential in an online course. There is very little possibility of making up missed course content. Students should make every effort to contact the instructor should he/she experience illness or a family emergency. In these cases, absences are considered excused if the instructor is contacted before an assignment is due.

Disability Services
The Disability services office provides accommodations for students with disabilities. Accommodations are determined on an individual basis and may include housing accommodations, testing accommodations, sign-language interpreters, note takers, books-on-tape, adaptive equipment and software, and priority registration. To receive services, students must submit a Voluntary Disability Disclosure form and current documentation of a disability. Disability counseling, career advisement, advocacy, and coaching are also available. Lance Alexis, Director, 828-227-2716, www.wcu.edu/disabilities.
**Academic Honesty Policy**

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C. Plagiarism-intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

D. Facilitation of academic dishonesty-intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>Module 1</td>
<td>Roles &amp; Responsibilities of the EMS Educator</td>
<td>Reading responses</td>
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<tr>
<td></td>
<td>Qualities of the Educator</td>
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<td></td>
<td>Foundations of Education</td>
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<td></td>
<td>Traits &amp; Needs of the Learner</td>
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<td>Module 2</td>
<td>The Adult Learner</td>
<td>Reading responses</td>
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<td>Learning Styles</td>
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<td></td>
<td>Domains of Learning</td>
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<tr>
<td>Module 3</td>
<td>Legal Issues in Education</td>
<td>Needs Assessment Due</td>
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<td></td>
<td>Reading responses</td>
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<td>Module 4</td>
<td>Presentation Styles</td>
<td>Goals &amp; Objectives Due</td>
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<td></td>
<td>Lesson Plans</td>
<td>Reading responses</td>
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<td></td>
<td>Educational Planning/Curriculum</td>
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<td></td>
<td>Goals &amp; Objectives</td>
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<td></td>
<td>The Learning Environment</td>
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<tr>
<td>Module 5</td>
<td>Evaluation</td>
<td>Lesson Plan Due</td>
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<td></td>
<td>Remediation</td>
<td>Reading responses</td>
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<td>Discipline</td>
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<td>Communication &amp; Feedback</td>
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<td>Module 6</td>
<td>Cultural Awareness</td>
<td>Reading responses</td>
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<td>Motivation</td>
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<td></td>
<td>Mentoring</td>
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<td></td>
<td>Teaching Thinking Skills</td>
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<tr>
<td>Module 7</td>
<td>Laboratory Teaching</td>
<td>Final Presentation &amp; Notes Due</td>
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<td></td>
<td>Clinical Precepting</td>
<td>Reading responses</td>
</tr>
<tr>
<td>Module 8</td>
<td>Research in EMS Education</td>
<td>Reading responses</td>
</tr>
<tr>
<td>Module 9</td>
<td>Course Coordination &amp;</td>
<td>Reading responses</td>
</tr>
</tbody>
</table>
Course Number: EMC 530-50
EMS Response to Community and Public Health Disasters
Summer 2014

Course Syllabus

Dr. Laura Banks
LLBanks@email.wcu.edu
Office hours via email at any time, or phone by appointment

I. Introduction

This course will address the unique public policy challenges arising from the need for public agencies to be prepared for, and respond to, large scale health emergencies. Such emergencies could include outbreaks of infectious diseases; release of harmful chemicals; events causing multiple casualties such as transportation accidents, building collapse, or industrial accidents; natural disasters; terrorism attacks; and other events that threaten the health of the public. The course will address the health management implications of disasters and terrorism, and the local and national policy initiatives that have resulted from the increase awareness of U.S. vulnerabilities.

The course format will be based on a text, several publications, and videos. Students will be required to prepare a final 5-page public policy overview paper of US disaster, complete four written assignments, and complete three Question and Answer assignments based on the text and videos. The course will also include completion of an on-line training course offered by the Federal Emergency Management Agency (FEMA).

Pre-requisite: It is expected that students will have already completed the basic FEMA self-study courses which comply with the requirements of most state and local government agencies. This includes the following courses that should be completed prior to the end of the first week of class:

- IS-100 Incident Command System (any FEMA version)
- IS-700.a National Incident Management System – An Introduction

Instructions for accessing and completing FEMA’s on-line courses are included in the Blackboard area for the course, or by contacting the instructor. All students should send copies of completion certificates, or completion emails, for the two prerequisite and the one assigned course to the instructor via email.

II. Objectives

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

- Discuss the health management implications of a natural disasters, infectious disease outbreaks, and chemical, nuclear, and explosive threats.
- Utilize appropriate web-based resources made available by health and preparedness agencies.
- Discuss the major national and state policies and programs designed to improve preparedness to a large scale public health or medical emergency.
- Complete the relevant trainings offered by FEMA
• Understand the legal, statutory, and ethical issues surrounding declarations of disaster
• Discuss the focused topic areas of preparedness: mortuary issues and fatality management, volunteers, mental health, and risk communication.

III. Readings and Course Materials

The text for the course is “Public Health Management of Disasters” third addition (2011) by Linda Young Landesman which is available at Amazon.com or from the American Public Health Association at https://secure.apha.org/scriptcontent/BeWeb/Orders/ProductDetail.cfm?pc=978-0877553-0048

Additional reading materials and videos will be assigned and are listed below in the course schedule. In general, these additional materials will be available in Blackboard for downloading or will be available on the Internet. The copies of the publications provided in this course follow the guidelines for educational use of copyrighted material and should not be forwarded or distributed without the permission of the author.

Instructions for completion of the FEMA on-line courses are included in Blackboard. The FEMA prerequisite courses listed above must be completed first. Proof of completion (email confirmation or certificate) for the prerequisite and assigned (IS-368) FEMA courses must be forwarded to the instructor to receive credit for the assignment.

Instructions for completion of the four Written Assignments and their due dates can be found following the weekly schedule chart in this syllabus. Submit assignments as attachments in the designated area in Blackboard.

The Q&A assignments will be completed as quizzes in Blackboard and will cover the broad concepts of the readings and videos. All Q&A assignments should be completed by the final week of class. Each Q & A must be completed in one attempt and will be timed at 45 minutes. Each Q & A will have 5 multiple choice or True/False questions.

IV. Final Policy Overview Paper

Each student will choose and research a United States disaster or emergency that has occurred in the past 100 years that suddenly and significantly impacted the health of a large number of people, and discuss the impact of the event on federal, state, and/or local public policy. The event could be a naturally occurring or intentionally introduced infectious disease or chemical exposure, a natural disaster or major weather event, a terrorist attack, an industrial or structural accident, or a transportation accident. The report should include a brief description of the event and then a thoughtful discussion on the implications of the event on one or more public policy issues, for better or worse. Policies issues to discuss should include new knowledge or changes that should have or did come about because of the event.

The project will include a written paper in 12-point font and 1-inch margins, double-spaced, with at least 5 pages of text and a bibliography listing at least 5 references. The format for citing references in the text and listing references in the bibliography should follow the APA style (see Writing references in Blackboard). Information obtained from no more than two general-access websites will be allowed,
if appropriately listed as a reference. Other references should include newspaper or news magazine articles, professional journal articles, personal interviews, non-fiction books, and textbooks. Some disaster-focused journals have on-line access to full text version of publications: Disaster Medicine and Public Health Preparedness, Prehospital and Disaster Medicine, and the Natural Hazards Observer are a few. Publications from other journal are often available in abstract form using WCU’s library access to PubMed Central. The full text version of article can be requested from the instructor for educational use. Each student is expected to work independently on their paper without the help or contribution of other students.

The Introduction paragraph of 50-100 words and a preliminary literature search (list of at least 3 references) are due during the third week of class as described in the schedule. The final paper will be due as a Blackboard assignment attachment, no later than August 2nd at 10:00pm EST. Papers will be graded on: 1.) the ability of the writer to communicate the public policy implications, 2.) appropriate grammar, punctuation and word usage, and 3.) the quality of references. Student without strong writing skills should access the tutoring service for WCU distance education students (see Writing references in Blackboard).

V. Grading

Class Components

| FEMA On-line Training (IS-368) | 5% |
| Q & A’s                     | 15% |
| Policy Paper Intro and Literature Search | 10% |
| Policy Overview Paper       | 50% |
| Written Assignments         | 20% |

Grading Scale

| 90%-100%  | A |
| 80%-89%   | B |
| 70%-79%   | C |
| 60%-69%   | D |
| <60%       | F |

Attendance/Participation

Keeping pace with the course content is essential in an online course. Students should make every effort to contact the instructor should he/she experience illness or a family emergency. In these cases, absences are considered excused if the instructor is contacted before an assignment is due. A reasonable alternative date for assignment completion will be determined by the instructor.
VI. University Policies

Accommodations for Students with Disabilities:
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Sexual Harassment:
Western Carolina University adheres to statutes and ethical principles regarding sexual harassment. If ever there is any inappropriate or unwelcomed behavior that is of a sexual nature, on the part of the instructor or peers, it should be attended to and it should cease. This may require effective communication and may utilize a system for registering a complaint with faculty, department head, +/or a liaison person. Students should have a familiarity with and understanding of this policy and of the grievance procedures for individual action. Actions may be in the manner of a formal complaint procedure or in the manner of informal assistance. Students should also be aware of the availability in Health Sciences of a liaison person with whom grievances can be initially discussed.

Academic Dishonesty:
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Note: academic dishonesty includes knowingly allowing someone else to cheat. If you think group work is appropriate for the assignment, you must confirm it with the instructor.
VIII. Written Assignments

Grading: Each assignment counts for roughly 5% of the overall grade for the course. The assignments should be thoughtful, well-organized, and professionally written, and should take 1-2 hours to complete. Show the completed tasks for each assignment in a report of 500-750 words. The use of first person language is acceptable when discussing your experiences and what you have learned. Provide appropriate citation for quotes taken directly from other sources. The assignment should be submitted as an attachment in the designated area of Blackboard by 10:00pm EST on the due date.

Assignment #1 - CDC Scavenger Hunt

Purpose: To gain familiarity with the recommendations and resources of the US Center for Disease Control and Prevention (CDC).

Due Date: June 8th at 10:00 PM EST

The best way to learn what a web-based resource has to offer is to dive in and explore it. CDC uses several techniques to catalog the information on their website. There is an index of topics, a search bar, a Health and Safety Topics grouping, and an “About CDC” area. Most content areas are separated into Info for General Public, and Info for Professionals.

Below are the scavenger hunt targets. Please submit your results as an Attached File (Word document or PDF) via Blackboard Assignment #1.

1. The topic and name of the speaker in a public service announcement about a Natural Disaster & Severe Weather topic
2. The title, date, volume and page of a Morbidity and Mortality Weekly Report (MMWR) publication about a recent disease outbreak
3. An external website link to an emergency preparedness, disaster, or disease resource for the General Public
4. An external website link to an emergency preparedness, disaster, or disease resource for Professionals
5. A clinical case definition for an infectious disease
6. The date and topic of a CDC tweet, Facebook post, or blog about a disaster or public health topic
7. The title, date, and message type of the most recent HAN message (Consider signing up for email delivery while you’re there.)
8. The initial purpose of CDC as an agency and the year it was formed

Assignment #2 – Widgets from the National Library of Medicine

Due Date: June 22th by 10:00 PM EST

Purpose: To gain familiarity with the resources available through the National Library of Medicine’s Disaster Information Management Research Center.

Task: You will use the resources available through the NLM-DIMRC website (http://sis.nlm.nih.gov/dimrc.html). The website has a variety of on-line tools and mobile apps to help responders and public health officials manage health emergency events. You can find them by...
clicking on the "Emergency Response Tools" link in the left frame of the homepage. There are web-based applications for CHEMM, REMM, and WISER, and a list of Disaster Apps.

Explore the available resources, and choose one of them to access on the web or download to your mobile device. Imagine a health emergency or disaster problem that you need to solve, or a question you need to find an answer for, and use the tool for that purpose. Examples would be using a tool to help identify an unknown chemical exposure in a victim, identify the signs and symptoms of an infectious disease, evaluating a patient for brain injury, find a disaster shelter, check for severe weather, etc.

For your assignment report, provide a "product review" similar to those provided by CNET or Consumer Reports. Please submit your review as an Attached File (Word document or PDF) via Blackboard Assignment 2.

**Assignment #3 – Emergency Exercises**

**Purpose:** To practice skills in the development and evaluation of an emergency exercise.

**Due Date:** July 13th by 10:00 PM EST

**Task:** You will use one portion of the municipal Emergency Operations Plan for the City of Albuquerque as the basis for the assignment. Using the Columbia University Exercise Toolkit and the flowchart in Appendix B, develop the *first outline* of either a Tabletop Exercise, Drill, or Functional Exercise of the Health and Medical Annex. In a real-life situation, this outline would serve as your personal notes for the next steps of the development an exercise. Please submit your results as an Attached File (Word document or PDF) via Blackboard Assignment #3. Include the following:

1. The broad goals of the exercise
2. Proposed members of the exercise planning team (job titles)
3. The objectives of the exercise (For this assignment, these should be specific and narrow to test only one or two emergency functions in the emergency response plan.)
4. Type of exercise that will best test the emergency response plan according to your stated goals and objectives (TTX, Drill, or FE)
5. Examples of five specific issues regarding the agency’s emergency plan that *would need to be researched* to develop the scenario (e.g. proper steps for reporting of infectious disease, presence of mutual aid agreements, proper procedures for conducting field decontamination, etc.). You do not need to actually conduct the research.
6. Develop 3-4 evaluation measures, similar to those in Appendix B that will best evaluate the agency mission, exercise, and goals.

**Assignment #4 – Disaster Volunteerism**

**Purpose:** To develop the student’s personal knowledge of disaster volunteer activities and responsibilities.

**Due Date:** July 20th by 10:00 PM EST

**Task:** Conduct an interview, either by phone or in person, with a member of disaster response team or disaster volunteer agency. This can be a member of an agency in your community, or a volunteer who lives in another location. This can include a member of the American Red Cross, the Salvation Army, faith-based agencies, animal welfare agencies, the National Disaster Medical System, the Medical
Reserve Corps, Urban Search and Rescue, or others. Be sure to identify yourself as a student, and provide the instructor’s name and contact information if requested. If you are unable to identify a disaster volunteer, please contact the instructor for assistance. Prepare and submit a report with the following information from the interview, plus any other information you think is important about their work:

- Name of the volunteer agency or group
- Organizational structure of the agency (local, nationwide, part of federal team, etc.)
- Sources of agency funding
- The Volunteer’s roles and duties in everyday life and as a volunteer (how are they different or the same)
- Volunteer’s personal experiences with responses to disasters or emergencies, including examples of deployments, personal sacrifices or expenses, success stories, horror stories, changes over time, etc.
- What the volunteer most wants to see changed about the US disaster response system

Please submit your report as an Attached File (Word document or PDF) via Blackboard Assignment #4.
Western Carolina University  
College of Health and Human Sciences  
School of Health Sciences  
Emergency Medical Care Program

EMC 640 Quality Improvement in EMS

Distance Learning Office Hours
TWR 12:00-13:00 Eastern Standard Time. You are welcome to call me at any time, but during these times I am guaranteed to be in my office and available by phone, IM, webcam, or email.

Course Description
EMC 640 EMS Quality Improvement in EMS (3)  
Introduction to concepts and theories of quality improvement as they relate to the unique environment of prehospital care.

Course Overview
This graduate level course will introduce students to current concepts and theories related to healthcare and specifically EMS quality. Specific attention will be given to current healthcare, such as the Institute for Healthcare Improvements 5 Million Lives Campaign and related EMS improvement initiative. Finally, students will be exposed to the models such as the Malcolm Baldrige Performance Excellence Criteria that can be aid in developing a quality related infrastructure and to Six Sigma which can be used to make dramatic improvements in EMS delivery.

Course Objectives:
Upon successful completion of this course, the student will:
1. Appreciate what is encompassed by the term “quality.”
2. Understand the importance of data in making decisions.
3. Be able to apply the Malcolm Baldrige Criteria for Performance Excellence as a platform for improving overall organizational performance.
4. Be able to apply basic Six Sigma Tools to improve aspects of organizational performance.
5. Understand the concept of Six Sigma Level Quality.
6. Be able to implement an EMS Performance Improvement Program.

Required Text:
- Malcolm Baldrige Criteria for Performance Excellence (free download)
- Course Pack

Recommended Text:

Additional Required Readings Supplemental required readings are pre-loaded into the Discussion Topic areas. This takes advantage of the most recent literature, and acknowledges the scope of education in a diverse range of health sciences occupations.

Student posting of additional supplemental literature develops skill in researching pertinent literature and broadens the scope of the discussions, giving students a means to share their areas of interest.

Learning Environment and Activities:
Participation in the WebCat™ environment is a major percentage of your semester grade. The Instructor will monitor your participation each week. Active engagement in WebCat™ activities should take place every day.
or every other day at a minimum. The best advice is to “start fast”, familiarize yourself with the course tools available to you, and communicate, communicate, communicate! Listed below are expectations for the course:

1. Reading all assigned material
2. Posting a related research, journal article or website information on a related discussion topic at least eight (8) times during the semester. [Use the ‘copy/paste’ function to place URLS directly into a posted message. Use the ‘attach’ function to share Word (.doc) or Rich Text Format (.rtf) materials.]
3. Posting a minimum of three (3) Discussion contributions each week.
4. Initiating and facilitating at least six (6) questions for discussion on any of the related issues of interest.
5. Preparing for ‘live’ and on-line discussions and by reflecting critically about the assigned, supplemental and shared readings.
6. Participating in group discussions which explore, analyze, and critique theory; identify and clarify assumptions and concepts; and evaluate and synthesize the input of class participants.
7. Engaging in the group project through ‘chat sessions’ and the development of the research proposal items.

Email:
Use of WebCat™ Email is preferred for course communications. If issues of a personal nature arise, use my WCU Email address listed above.

Chat:
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Note: Your percentage of participation in documented chat sessions will be applied to your grade in all group work activities.

WIMBA™/Structured Chats:
There will be two (2) structured chat sessions during the semester on the WIMBA™ “Class Chat” board located on the Homepage of this course. Attendance in these sessions will count as a “chat”. Access the WCU eTech homepage from WebCat™ or use www.wcu.edu/etech/elearn/Wimba.htm for links to specific instructions and requirements to make sure your computer system can access the WIMBA™ features (Voice Board & Voice Direct).

You must have a microphone to participate/speak in WIMBA™ chats. Your computer speakers may be sufficient for audio, or you can purchase a set of headphones to access both functions.

Confirming Your WIMBA™ Choice: Choose one (1) of the two (2) day/time options offered for each WIMBA chat. Agenda and additional instructions will be given in advance of these sessions.

*See “Topics and Assignment Grid” located in the “Course filing cabinet”

Discussion Area:
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Group Work:
Each group will post two (2) ‘Progress Reports’ in a designated Discussion area. Each group will make a ‘live’ presentation of their semester’s work and insights on November 32nd at MAHFC.
*See “Group Work Guidelines” located in the “Course filing cabinet”.

**Assignments:**
Assignments submitted late, *regardless of the cause*, will have 5 points deducted from the total possible. All written work (individual & group) should reflect graduate level use of appropriate grammar and spelling. Use your software checks to proof all written work before it is submitted. APA format is preferred. Microsoft Word (.doc) or Rich Text Format (.rtf) is required.

**Submitting Assignments:**
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**Disability Services**
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Distance Learning Office Hours
TWR 12:00-13:00 Eastern Standard Time. You are welcome to call me at any time, but during these times I am guaranteed to be in my office and available by phone, IM, webcam, or email.

General Description:
EMC 645 EMS System Design and Operations (3). EMS System design, ambulance deployment, inventory management and vehicle maintenance. PREQ: Admission to EMC concentration or permission of instructor.

Course Objectives:
Upon successful completion of this course, the student will:
1. Understand the major components of an EMS System
2. Understand the purchasing and acquisition process for vehicles and equipment.
3. Be able to implement an inventory management system.
4. Understand the various components of deployment analysis and will be able to conduct a basic deployment analysis.
5. Understand the key aspects of employee scheduling and implement a scheduling system.
6. Appreciate the various viewpoints on policy and procedures.
7. Conduct an analysis of a current EMS system and develop a repost strategy outlining suggested improvements.

Required Text:

Fitch, J. EMS Management:Beyond the Streets. 2nd Ed.1993. JEMS Communications.

Additional Required Readings:
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Student posting of additional supplemental literature develops skill in researching pertinent literature and broadens the scope of the discussions, giving students a means to share their areas of interest.

Learning Environment and Activities:
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7. Engaging in the group project through ‘chat sessions’ and the development of the research proposal items

“LIVE” Class Meetings:
There will be three (3) ‘live’ class meetings by phone, unless otherwise designated.

1. Date TBD: Guest interview on Deployment (Jeff Goldberg or Jonathon Wasko)
2. Date TBD: Guest interview on Material Management (Sheri Lambeth, Medic)
3. Date TBD: Guest interview on System Design (Dave Williams or Mike Taigman)
4. Date TBD: Guest interview on Communication Center Operations (Barry Bagwell or Dave Leon, Toronto EMS)

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Instructor:
Denise Wilfong, Ph.D., NREMT-P
410 HHS Building
(828) 230-3937
dwilfong@wcu.edu (Please use this email for all course correspondence. I will NOT be using the email function within Blackboard. You may, however, use the email function in Blackboard to communicate with each other.)

Course Description:
Leadership skills for identifying, analyzing, and resolving ethical dilemmas in health education and administration settings.

Course Overview:
This course provides students with the tools necessary to identify, analyze, and resolve ethical dilemmas in health education settings. It rests on the assumption that health education administration is, fundamentally, an ethical undertaking. It is one that requires educators to act ethically and reflectively in various administrative and educational settings. The course is designed to engage participants in readings, activities, and discussions that encourage them 1) to recognize and examine the ethical nature of the work environment of health education instructors and administrators, 2) to use personal reflection in making ethical decisions, and 3) to resolve ethical dilemmas in various health education settings.

Course Objectives:
Upon completing this course, the participant should be able to:

1. recognize the nature of ethical issues in the work environment of health education instructors and administrators.

2. critically examine ethical issues in the work of health education instructors and administrators.

3. identify the values and perspectives underlying alternative positions to ethical issues.

4. examine personal espoused and expressed values, beliefs, and ethical principles; the relationship and potential differences between these; and the implications they have on administrative behavior.

5. develop analytical tools and a reflective process to resolve ethical dilemmas in various
health education and administration settings.

**Grading Scale:**
The following grading scale will be utilized during the course:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- < 69 = F

**Grading:**
Students will receive feedback about the nature and quality of their contributions in the online components of the course and in work submitted. Students are expected to participate regularly in the online discussions. Each written assignment and online discussions will be graded in terms of 1) completion as delineated, 2) achievement of the desired outcome, 3) depth and quality of thought and reflection, and 4) appropriate grammar, punctuation, spelling, and presentation of the assignment or discussion.

Evaluation of course assignments is as follows:

- Reading Discussions 60%
- Log of Ethical Decisions 10%
- Personal Essay 30%

**Writing Assignments:**
It is recommended that all writing assignments be submitted to the University Writing and Learning Commons (http://www.wcu.edu/29229.asp) prior to submission for grading. Assignments submitted with inadequate grammar, spelling, punctuation, and presentation will be subject to significant point deductions. Graduate level writing is expected in this course.

**Course Requirements:**
1. Participation in online activities is essential to realization of the course objectives and to meeting evaluitive standards for the course.

2. Numerous readings will be posted online. Discussion of the assigned readings is an integral facet of the course. Students are expected to read the material and engage in thoughtful and informed discussion of the topics. The instructor will serve as facilitator of the online discussions and not as a regular contributor.

3. The course involves numerous online and written activities, including:
   
   1. **Core Values Assignment**
      
      Go to [http://www.icarevalues.org/value_activity.htm](http://www.icarevalues.org/value_activity.htm) and download the instructions for the activity and the value cards without definitions. Start with all value cards. Pick the 5 values that mean the most to YOU. Then, from those five values, pick the ONE value that means the most to YOU. In the Blackboard discussion board section, please share the value that you
select. In addition, share with the group the value that you need/want to work/focus on the most.

2. Log of Ethical Decisions
For one week (January 20 to January 27), log (by day) each situation, problem or decision (no matter how big or small), that raises ethical issues or questions that come to you or that you see in your work or personal life. Identify the situation briefly and explain what makes it an ethical issue rather than some other kind of issue (economic, political, etc.). The log of ethical decisions should be no more than 7 typed and double-spaced pages.

3. Personal Essay
Identify the most important values and/or ethical principles you believe health education instructors and administrators should exhibit in their professional behavior. Please make sure you address the following criteria, clearly labeling each section:
1) List as many as apply;
2) Choose the 2 or 3 that you consider to be most important;
3) For each one describe:
   a) the value or principle,
   b) the importance of each in educational leadership practice,
   c) how you came to value these so highly.
   d) the implications of these for your behavior as an administrator and/or educator

This paper should not exceed 10 typed and double-spaced pages.

5. Reading Assignments
The course will have numerous reading assignments posted for each module. A number of thought-provoking questions will be posed. Students are required to reflect on each reading assignment and post responses in the discussion board section of Blackboard.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or tiilbasse@wcu.edu. You may also visit the office’s website: disability.wcu.edu. Students receiving accommodations must send the personalized education plan to the instructor no later than the second week of class.

Academic Honesty:
The following is WCU's Academic Honesty Policy as delineated in the Student Handbook: Western Carolina University, as a community of scholarship, is also a community of honor.
Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

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d. **Facilitation of Academic Dishonesty**—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Academic dishonesty will not be tolerated. In accordance with the academic honesty policy presented in the Student Handbook, you should be aware that failure to adhere to this policy will result in a grade of "F" for this course. This may occur at any time during the semester, even during the course withdrawal period. In this case, the student will not be afforded the opportunity to have a "W" recorded for the course. All potential violations and subsequent investigations will be reported to the Department of Student Community Ethics for further action by the University regardless of investigation outcome.

Note: academic dishonesty includes knowingly allowing someone else to cheat.
Western Carolina University  
College of Health and Human Sciences  
School of Health Sciences  
Emergency Medical Care Program

EMC 650 EMS System Reimbursement and Finance

Distance Learning Office Hours
TWR 12:00-13:00 Eastern Standard Time. You are welcome to call me at any time, but during these times I am guaranteed to be in my office and available by phone, IM, webcam, or email.

Course Description:
EMC 650 EMS System Reimbursement and Finance (3)  
EMS system fiscal with special emphasis given to 3rd party reimbursement. PREQ: Admission to EMC concentration or permission of instructor.

Course Objectives:
Upon successful completion of this course, the student will:
1. Understand unique economical aspects of delivering emergency medical care.
2. Understand and be able to develop a deployment-based budget.
3. Understand what information is needed to control cost of specific EMS processes
4. Be able to analyze and evaluate an EMS system’s financial status within both public and private entities utilizing the concept of utility.
5. Understand the EMS issues that should be considered when developing a chart of accounts.
7. Understand the key issues related to EMS reimbursement through 3rd party payers such as medicare, Medicaid, and private insurers.
8. Be able to conduct a lease vs. buy analysis related to the acquisition of EMS equipment.

Required Text:

Recommended Texts:

Fitch, J. EMS Management:Beyond the Streets. 2nd Ed.1993. JEMS Communications.

Additional Required Readings:
Supplemental required readings are pre-loaded into the Discussion Topic areas. This takes advantage of the most recent literature, and acknowledges the scope of education in a diverse range of health sciences occupations.

Student posting of additional supplemental literature develops skill in researching pertinent literature and broadens the scope of the discussions, giving students a means to share their areas of interest.

Learning Environment and Activities:
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* See separate ‘Grading Scale’ for an example.

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Western Carolina University  
College of Health and Human Sciences  
School of Health Sciences  
Emergency Medical Care Program

EMC 663: Quantitative Methods for Decision-making

Distance Learning Office Hours  
TWR 12:00-13:00 Eastern Standard Time. You are welcome to call me at any time, but during these times I am guaranteed to be in my office and available by phone, IM, webcam, or email.

Course Description  
EMC 663 Quantitative Methods for Decision-making (3) Introduction to the theory and practice of decision analysis in the health professions. PREQ: Admission to EMC concentration or permission of instructor.

Course Overview  
This course provides an introduction to the concepts and methods of Decision Science, which involves the application of mathematical modeling and analysis to management problems. It also provides a foundation in modeling with spreadsheets. The primary goal of the course is to help you become a more skilled builder and consumer of models and model-based analyses. The emphasis is on model formulation in a spreadsheet environment and the interpretation of results, rather than mathematical theory. Another important goal is to encourage a more disciplined thinking process in the way you approach management situations. As a result of this course you will become more confident in understanding and using models, as well as organizing your findings into presentations.

Objectives  
Upon course completion, the successful student will be able to:

1. Demonstrate use of Excel spreadsheets effectively for business analysis.
2. Understand the basic principles and techniques of applied mathematical modeling for managerial decision-making.
3. Structure problems and to perform logical analyses by translating descriptions of management situations into formal models.
4. Apply the power of Geographic Information Systems (GIS) to enhance decision-making that involves spatial data.
5. Conduct meta-analyses of the medical literature to augment decision-making.
7. Effectively communicate the findings of your analyses using a variety of media including business brief, position paper, poster presentation, and Powerpoint presentations with voice-over audio.

Texts  


Software Requirements  
For this course you will need the Microsoft Office Suite (Word, Excel, and Powerpoint) version 2002 or later which is available free of charge for WCU students. Additional software is bundled with your course texts.
Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>50%</th>
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</thead>
<tbody>
<tr>
<td>Presentations</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>10%</td>
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<tr>
<td>Online discussion, chat rooms, etc.</td>
<td>10%</td>
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</tbody>
</table>

Students will self-assign themselves to groups of no more than 3 for the group projects (choose your partners well as I do not intervene in dysfunctional group dynamics). Group assignments should be collaborative work among the students in the group. Every group member is expected to contribute substantially to every group assignment. Do not put your name on a group assignment to which you have not contributed substantially. Grades for individual group members will be assigned based on the following:

<table>
<thead>
<tr>
<th>assignment grade of the group</th>
<th>50%</th>
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<tbody>
<tr>
<td>individual contribution to the group</td>
<td>50%</td>
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</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>93%-100%</td>
<td>A</td>
</tr>
<tr>
<td>83%-92%</td>
<td>B</td>
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<tr>
<td>73%-82%</td>
<td>C</td>
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<tr>
<td>&lt;73%</td>
<td>F</td>
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</table>

Attendance/Participation

Keeping pace with the course content is essential in an online course. There is very little possibility of making up missed course content. Students should make every effort to contact the instructor should he/she experience illness or a family emergency. In these cases, absences are considered excused if the instructor is contacted before an assignment is due.

Disability Services

The Disability services office provides accommodations for students with disabilities. Accommodations are determined on an individual basis and may include housing accommodations, testing accommodations, sign-language interpreters, note takers, books-on-tape, adaptive equipment and software, and priority registration. To receive services, students must submit a Voluntary Disability Disclosure form and current documentation of a disability. Disability counseling, career advisement, advocacy, and coaching are also available. Lance Alexis, Director, 828-227-2716, www.wcu.edu/disabilities.

Academic Honesty Policy

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

A. Cheating-intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

B. Fabrication-intentional falsification or invention of information or citation in an academic exercise.

C. Plagiarism-intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

D. Facilitation of academic dishonesty-intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.
COURSE NUMBER AND TITLE: ND 541 – Nutritional Biochemistry I

RATIONAL/PURPOSE: Understand the relationships between biochemical and physiological reactions as they relate to the metabolism of macro- and micronutrients in the healthy and diseased state for the expressed purpose of practicing nutrition as a registered dietitian.

COURSE DESCRIPTION: Normal nutrition in relation to biochemical and physiological functioning of macronutrients and their interrelationships. PREQ: ND 330, BIOL 293, and CHEM 133.

CREDIT HOURS: 3 (lecture).

CLASS TIMES AND LOCATION: 2:30 – 3:45 TR HHSB 211.

INSTRUCTOR: Wayne E. Billon, Ph.D., R.D., LDN

OFFICE: 107 HHSB

PHONE: 227-3528

E-MAIL: billon@wcu.edu

OFFICE HOURS: 11:30 – 12:00 TR, 1:00 – 2:15 TR, 4:00 – 4:30 TR, 9:00 – 10:00 W, 11:45 – 12:30 W, or by appointment.

COURSE AIMS: Prepare the student be proficient in understanding nutritional metabolism to successfully complete all requirements to be a registered dietitian and practice as such with competence and confidence.

COURSE OBJECTIVES: Upon completion of ND 441 the student will:
1. Know and apply the principles of human anatomy, physiology, and biochemistry to the study of nutrition;
2. Understand the major physiological and biochemical function of each macronutrient;
3. Know and apply the principles of physiology and biochemistry to understanding ingestion, digestion, absorption, transportation and utilization and interaction of nutrients, including energy metabolism as they relate to the normal and disease states;
4. Know the biochemical and physiological functions, sources, human requirements and deficiency diseases of the vitamins and minerals and some selected supplements;
5. Evaluate alternative nutrition and herbal therapies where appropriate;
6. Critique peer review journal articles pertaining to vitamin/mineral metabolism as related to alternative nutrition and/or herbal nutrition.
7. Understand and describe current research discoveries to the metabolism of macronutrients.
8. Demonstrate a desire to learn the interrelationships of nutritional metabolism to become a knowledgeable proficient registered dietitian.
TENTATIVE EVALUATION:
Exams (3 @ 100 points each)* 300 points
Final Exam* 100 points
Weekly Quizzes 10 @ 10 pts ea 90 points (Drop the lowest)
Written Article Critique 1@ 30 pts 30 points
Graduate Student Paper 75 points
Graduate Student Power Point presentation 75 points
Total 670 points

*All tests will be comprehensive to a degree. See explanation in Exams section.

GRADING SCALE:
The graduate school does not use + or - grades, nor do they use a “D”.
A 93 - 100%
B 84 – 92%
C 74 - 84%
F < 74

COURSE OUTCOMES:

Academy of Nutrition and Dietetics Outcomes:
The Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredits the Didactic Program in Dietetics at WCU and requires specific foundational knowledge and competencies throughout the curriculum. ND 441 contributes to the following knowledge requirements of the 2012 Foundation Knowledge Requirements and Learning Outcomes for Didactic Programs in Dietetics as required by ACEND.

<table>
<thead>
<tr>
<th>Knowledge Requirements</th>
<th>Learning Outcomes</th>
<th>Linked Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>KRD 1.1. The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.</td>
<td>KRD 1.1.a. Students must be able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.</td>
<td>Written critique of a research article.</td>
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<td></td>
<td>KRD 1.1.b. Students must be able to use current information technologies to locate and apply evidence-based guidelines and protocols. (Examples of evidence-based guidelines and protocols include the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.)</td>
<td>Written critique of a research article.</td>
</tr>
</tbody>
</table>

This meets the QEP Goal: Integrate information from a variety of contexts.
<table>
<thead>
<tr>
<th>KRD 2.1</th>
<th>Written skills and oral skills evaluated in article presented to the class.</th>
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</thead>
<tbody>
<tr>
<td>The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into professional practice.</td>
<td><strong>This meets the QEP Goal:</strong> Communicate effectively and responsibly.</td>
</tr>
<tr>
<td>KRD 3.1</td>
<td>Learning Outcome: Students are able to use nutritional biochemistry to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.</td>
</tr>
<tr>
<td>Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.</td>
<td>The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.</td>
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</table>

**QEP Outcomes:**

WCU has identified a set of core skills and behaviors (outcomes) that are central to a student’s development as an **integrated, intentional learner**. These core expectations include the ability to:

1. Integrate information from a variety of sources – Students will make connections between personal interest and abilities, Liberal Studies, programs of study, general electives, and experiential learning opportunities and other co-curricular activities; and related the implications/value of these connections to “real world” scenarios.

2. Solve complex problems – Students will identify the dimensions of complex issues or problems; analyze and evaluate multiple sources of information/data; apply knowledge and decision-making processes to new questions or issues; and reflect on the implications of their solution/decision.

3. Communicate effectively and responsibly – Students will convey complex information a variety of formats and contexts; identify intended audience and communicate appropriately and respectfully.

4. Practice civic engagement – Students will identify their roles and responsibilities as engaged citizens by considering public policies that affect their choices and actions; by recognizing commonalities and interdependence of diverse views/values; and by acting responsibly to positively affect public policy.

5. Clarify and act on purpose and values – Students will examine the values that influence their own decision-making processes; take responsibility for their own learning and development in a manner consistent with academic integrity and their own goals and aspirations; intentionally use knowledge gained from learning experiences to make informed judgments about their future plans; and bring those plan into action.
Methods of Completing Course Objectives, ACEND Knowledge Requirements and Outcomes, and QEP Objectives:

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Approximate Point Value</th>
<th>Course Objectives</th>
<th>ACEND</th>
<th>WCU QEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 @ 100 points each)</td>
<td>300</td>
<td>1 - 5</td>
<td>KRD 1.1</td>
<td>N/A</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>1 – 5</td>
<td>KRD 1.1, KRD 3.1</td>
<td>2</td>
</tr>
<tr>
<td>Weekly quizzes</td>
<td>90</td>
<td>1 – 5</td>
<td>KRD 1.1</td>
<td>N/A</td>
</tr>
<tr>
<td>Written Article Critiques</td>
<td>20</td>
<td>2, 4, 6</td>
<td>KRD 1.1, KRD 1.1, KRD 2.1</td>
<td>3</td>
</tr>
<tr>
<td>Written and Oral Article Critiques</td>
<td>25</td>
<td>2, 4, 6</td>
<td>KRD 1.1, KRD 1.1, KRD 2.2</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Community Project</td>
<td>25</td>
<td>8</td>
<td>N/A</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>590</td>
<td></td>
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**SUPPLEMENTARY MATERIALS:**
Introduction to Nutrition and Metabolism by David A. Bender, CRC Press, 2008.
Peer review Nutrition and related journals
Nutrition related newspaper or magazine articles
Pathophysiology, the Biologic Basis for Disease in Adults and Children, by K.L. McCance and S.E. Huether, Mosby, 1998.

**WE WILL BE USING BLACKBOARD.**

**BLACKBOARD TECHNICAL ASSISTANCE:**
IT Services Help Desk 828-227-7487 1-866-928-7487 (toll free)
Course Evaluations: Tentative online course evaluations have not been announced yet. Please watch for the opening date and participate in course evaluations.

Handouts: All handouts given in class will be posted in BlackBoard. Because of the reduced budget we are all facing, no handouts will be given in class. Be sure to check Blackboard before coming to class to see if a handout has been posted.

Academic Honesty Policy:
Academic honesty policy is defined in detail in the Student Handbook. "Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity." It includes cheating, fabrication, plagiarism, and facilitation of academic dishonesty. Cheating will not be tolerated. Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." Facilitation of academic dishonesty is defined as "intentionally or knowingly allowing another to copy information during an examination or other academic exercise." Penalties for a first offense may include a final grade of "F" or suspension from the university.

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:

A. Cheating. Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

B. Fabrication. Intentional falsification or invention of information or citation in an academic exercise.

C. Plagiarism. Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

D. Facilitation of Academic Dishonesty. Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

For specific information on procedures for cases involving allegations of academic dishonesty, see relevant sections in the Student Handbook.

Course Information:
Class Policies: In order to assure everyone in the class an opportunity to gain as much from the class as possible, every attempt will be made to reduce distractions to as close to ZERO as possible. In this process, the following policies will be enforced and will also be intended to help train you for appropriate behavior in the real world.

1. Once class starts, you will be expected to stay in class for the duration of the period unless it is an emergency. Going to the bathroom, getting a drink of water, or going out to make or receive a phone call is not considered an emergency. Doing so will result in the loss of 5 points on the next major test.

2. Turn cell phones off or to vibrate and they should not be visible during class (loss of 3 points on the next major test for use of cell phones).

3. No texting (loss of 3 on the next major test).

4. No sleeping (I will wake you up and deduct 3 on the next major test).

5. Remove hats during in-class testing.
If personal computers are used, they must be used for taking notes or going to a web site being used during the class period or used for taking in-class tests. No, emails, web surfing, face book, etc. Being caught using a computer improperly in class will result in a loss of 10 on the next major test and your computer being banned from class. If you use a computer in class, you must sit in the front of class, the filling up the first row, then the second, etc. until all computer users are accounted for. This is so you can be monitored easier. I reserve the right to ban computers from class totally if this does not work.

No talking or general distractions in class (loss of 3 on the next major test first offense, 5 second offense, 10 third offense and dismissal from class).

If my cell phone goes off during class, I will add 3 points on the next major test for everyone.

Exams:
Exams will be a combination of short answer/discussion, multiple choice, fill in the blank, true/false, and matching. There will be from 50 to 75 questions, depending on the question type. There will usually be some bonus questions on the exams. Exam material will come from lecture, hand-outs, supplemental material, or information directly referred to in the text. Reading the text and all supplemental material is likely to increase exam grades due to enhanced understanding of the material and extra credit questions that may come from the text and supplemental material. All exams will be comprehensive to a degree. What you learn in the beginning of the semester concerning metabolic pathways, physiology, lab values, medical terminology, diagnostic tests, etc., will still be used at the end of the semester. The final will be comprehensive. All exams will be taken in BlackBoard in class.

Weekly Tests:
You will have 10 weekly tests and one will be dropped. The test will be on what was covered the 2 previous classes and will consist of 10 questions and usually 1 or 2 bonus questions. If you miss a test, you can use your drop grades.

Missed Test Policy: If you are sick or unable to attend class on the day an exam is scheduled, you must notify the instructor prior to the time the exam is scheduled if possible. If you have a good excuse, you can make up the exam with no penalty if you do not have two excused absences already. Missed exams must be made up within one week or you will receive a zero. If you are absent on the day that the instructor discusses a handout, it is your responsibility to get the information about the handout (and lecture notes) from a classmate. If a test takes place on the next class meeting after your absence, you are still responsible for the material covered for that test even if the absence was excused.

Class Participation:
You are expected to review material from previous courses (ND 330, chemistry, physiology, etc.) in order to apply what you already know to the topic being discussed. Reviewing the topic in a basic text first will help you to understand the advanced material. You are expected to read the assigned chapter in the text prior to class lecture. Reading guides will be provided for some chapters to help you focus on the most important material. Lecture will focus on the most difficult material in the text while additional material from outside sources and class discussions will be used to explain the material. We will not just go through the chapter and highlight material (you are expected to do that on your own and bring questions to class). During the class I will ask the “class” a few questions about what we covered last time or what you were to read in the text or supplemental material to determine how well you are preparing and to help engage you in the class material.

Article Critique:
Each student will evaluate one peer review article that pertain to some area of digestion, absorption, or metabolism. This could be in the well or diseased state. Your reports are to be typed and no more than three
double spaced pages. Turn in a copy of the article you are evaluating with your report. Points to be covered include: 1) Was there a stated purpose for the article? If so, what was it? 2) Did the article accomplish its purpose? 3) What were the main points you learned from the article? 4) Was the article based on sound research data (were reputable references quoted?) or was it opinionated with statements like “research indicates” without stating the research. See resources folder in BlackBoard for additional information. Style, spelling and grammar will be considered in the grading of these critiques so use the writing center if you are not a good writer. The article is worth 30 points and will be graded by the rubric that is posted in BlackBoard.

A good place to look for articles is the National Library of Medicine database. See the article below that came from Ann Hallyburton, Health Sciences library representative.

The National Library of Medicine has released a new resource focused on dietary supplements. The Dietary Supplements Labels Database http://dietarysupplements.nlm.nih.gov includes information from the labels of over 2,000 brands of dietary supplements in the marketplace, including vitamins, minerals, herbs or other botanicals, amino acids, and other specialty supplements.

The database is designed to help both the general public and health care providers find information about ingredients in brand-name products, including name, form, active and inactive ingredients, amount of active ingredient/unit, manufacturer/distributor information, suggested dose, label claims, warnings, percentage of daily value, and further label information.

Links to other NLM resources, such as MedlinePlus and PubMed, are provided for additional health information. In addition, links to related Fact Sheets from the U.S. Food and Drug Administration (FDA), Office of Dietary Supplements (ODS), National Center for Complementary and Alternative Medicine (NCCAM), and the National Cancer Institute (NCI) are also available.

The following link is a must for looking for articles:
http://researchguides.wcu.edu/healthcare

**Late Paper Policy:**
To help you practice being responsible, late papers will be penalized. Your grade will drop 11% for the first day late. If the paper was 100 points, your maximum grade attainable will be an 89 or a B+. An additional 7% will be taken from your final grade on the paper for each day after the due date. That means if your paper is 2 days late and is a perfect paper, you will not be able to make higher than a B-.

**Attendance Policies:**
Students should understand that they are responsible for the academic consequences of absences. Attendance will be checked at each class. See catalog on class attendance policy. You are expected to attend class unless you have a very good reason to miss. You will be allowed 1 free cut per credit hour thus you will be allowed 2 free cuts but 0 are recommended (that is two classes since each class is a period and a half). If you have more than 2 unexcused absences, your final average will be lowered 10% for each missed unexcused class over 2. In most cases this will drop you a letter grade. You will be allowed an additional two excused absences. An excused absence will be allowed for University sponsored functions, sickness, and personal reasons. You must present written evidence to receive an excused absence. Check the schedule of classes and if you expect to have more than two excused absences in the semester, you must see me before the end of the week to discuss the alternatives.
Absences Due to Faith Observances:
According to North Carolina General Statue 116-11(3a) a student may request absences for required religious observances. WCU allows two absences each academic year for religious observances required by faith. To obtain permission to be absent for religious reasons a student must complete the Absent due to Required Religious Obsvance Form with the instructor (electronic form obtained through MyCat) and submit it to the Senior Associate Vice Chancellor for Academic Affairs for final approval at least two weeks prior to the proposed absence. Students are encouraged to discuss these absences with the faculty member prior to the end of drop/add in case the absence will unavoidably keep the student from completing the requirements of the course. However, if the student completes the form and submits it to the instructor prior to the two-week time frame, he/she shall be given the opportunity to make up any tests or other work missed due to an excused absence for a required religious observance.

Tardy Policies: Absences:
If you are more than 3 minutes late after lecture is started, or if you leave more than 5 minutes before the class is over, you will be marked tardy. Three tardies equal one absence. If you are tardy and have a good reason, see me after class and each tardy excuse will be evaluated on a case-by-case basis.

Term Paper and PowerPoint Presentation:
The term paper will be a research paper on a topic approved by the instructor and should be concerned with a metabolic pathway that pertains to one of the macronutrients (biological availability, digestion, absorption, excretion mechanisms, genetics, relationship to disease, etc.). The paper will be at least 8 typed pages double spaced with a 12 font. This does not include the title page or the list of references. There must be a minimum of 10 references with 7 being from peer-reviewed research articles from journals. Most references should have been published within the last 5 years. The other references may be from the internet, government publications, books, etc. The format should follow that of the ADA. The paper will be due two weeks before finals start. Depending on your writing ability, you may be required to visit the writing center.

A power point presentation will also be delivered to the class during the last week of school. Presentations will be limited to 20 minutes with time to ask questions.

The research paper and presentation will be graded by the rubrics posted in BlackBoard.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

Writing Center:
The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring, and online writing and learning resources for all students. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (http://walc.wcu.edu/) or call 828-227-2274. All tutoring sessions take place in the WaLC or in designated classrooms on campus. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and WaLC’s online resources.
**Student Support Services**
Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

**Writing and Learning Commons (WaLC):**
Electronic format (with hyperlinks): The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smartthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

**Print Format:**
The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (http://walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smartthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.
Math Tutoring Center (usually included in Math department lower division courses)

**The Mathematics Tutoring Center** (455 Stillwell, http://mathlab.wcu.edu, 227-3830) provides tutoring in all lower-division math and many CS courses, help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9-5 and 6-9 pm Monday-Thursday, and 9-5 on Friday or by appointment.

**Academic Calendar** includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.
COURSE NUMBER AND TITLE: ND 542 – Nutritional Biochemistry II
COURSE DESCRIPTION: Normal nutrition in relation to biochemical and physiological functioning; interrelationships of nutrients with emphasis on vitamin and mineral pathways.
PREQ: ND 441 or ND 541.
CREDIT HOURS: 3 (lecture).
CLASS TIMES AND LOCATION: 12:35 – 1:50 TR, Coulter 304
INSTRUCTOR: Wayne E. Billon, PhD, RD, LDN
OFFICE: 130 Moore
PHONE: 227-3528
E-MAIL: billon@wcu.edu
OFFICE HOURS: 10:00 – 11:00 MW, 9:30 – 10:45 TT, 2:00 – 3:15 R or by appointment.

COURSE OBJECTIVES: Upon completion of ND 442 the student will:
1. Explain the mechanisms of obesity and physiological consequences of obesity and dieting;
2. Describe the metabolic effects of various types of dieting regimens;
3. Understand the principles of human physiology and biochemistry as they apply to vitamins and minerals in nutritional pathways;
4. List the major physiological and biochemical functions of vitamins and minerals;
5. Understand the principles of physiology as they apply to ingestion, absorption, transportation and utilization of vitamins and minerals;
6. Know the biochemical and physiological functions, sources, human requirements and deficiency diseases of the vitamins and minerals;
7. Understand the role of various body systems in the maintenance of acid base balance of the body;
8. Evaluate alternative nutrition and herbal therapies as they affect vitamin and mineral metabolism.
9. Critique peer review journal articles pertaining to vitamin/mineral metabolism as related to alternative nutrition and/or herbal nutrition.
10. Locate, interpret, and evaluate professional literature to the practice of dietetics, particularly to vitamin and mineral metabolism.
11. Understand the role of the dietitian in assessing patients for nutritional deficiencies.


SUPPLEMENTARY MATERIALS:
http://www.nal.usda.gov/fnic/foodcomp
Peer review Nutrition and related journals
Nutrition related newspaper or magazine articles
W.B.Saunders, Philadelphia.

**EVALUATION:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 @ 100 points each)*</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam*</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Quizzes 11 @ 10 pts ea</td>
<td>100</td>
</tr>
<tr>
<td>Written Article Critiques 2 @ 15 pts ea</td>
<td>30</td>
</tr>
<tr>
<td>Oral Article Critiques 2 @ 10 pts each</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Power Point Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>775</strong></td>
</tr>
</tbody>
</table>

*All tests will be comprehensive to a degree. See explanation in Exams section.*

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>84 - 92%</td>
</tr>
<tr>
<td>C</td>
<td>74 - 84%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 74</td>
</tr>
</tbody>
</table>

**COURSE OUTCOMES:** The Commission on Accreditation for Dietetics Education (CADE) accredits the Didactic Program in Dietetics at WCU and requires specific foundational knowledge and competencies throughout the curriculum. ND 442 contributes to the following knowledge requirements of the 2008 Foundation Knowledge Requirements and Learning Outcomes for Didactic Programs in Dietetics as required by CADE.

<table>
<thead>
<tr>
<th>Area</th>
<th>Knowledge Requirements</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice</td>
<td>KR 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.</td>
<td>KR 1.1.a: Expected Learning Outcome: Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions. KR 1.1.b: Expected Learning Outcome: Students are able to use current information technologies to locate and apply evidence-based guidelines and protocols, such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.</td>
</tr>
<tr>
<td>2: Professional Practice Expectations:</td>
<td>KR 2.1: The curriculum must include</td>
<td>KR 2.1.a. Learning Outcome:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</td>
<td>opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</td>
<td>Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>KR 2.3 The curriculum must include opportunities to understand governance of dietetics practice, such as the ADA Scope of Dietetics Practice Framework, the Standards of Professional Performance and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.</td>
<td>KR 2.3.a Learning Outcome: Students are able to locate, understand and apply established guidelines to a professional practice scenario.</td>
<td>KR 2.3.b Learning Outcome: Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.</td>
</tr>
</tbody>
</table>

| 3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations | KR 3.1 The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. | KR 3.1.a Learning Outcome: Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion. |

QEP Outcomes:

WCU has identified a set of core skills and behaviors (outcomes) that are central to a student’s development as an integrated, intentional learner. These core expectations include the ability to:

1. Integrate information from a variety of sources – Students will make connections between personal interest and abilities, Liberal Studies, programs of study, general electives, and experiential learning opportunities and other co-curricular activities; and related the implications/value of these connections to “real world” scenarios.

2. Solve complex problems – Students will identify the dimensions of complex issues or problems; analyze and evaluate multiple sources of information/data; apply knowledge and decision-making processes to new questions or issues; and reflect on the implications of their solution/decision.

3. Communicate effectively and responsibly – Students will convey complex information a variety of formats and contexts; identify intended audience and communicate appropriately and respectfully.

4. Practice civic engagement – Students will identify their roles and responsibilities as engaged citizens by considering public policies that affect their choices and actions; by recognizing commonalities and interdependence of diverse views/values; and by acting responsibly to positively affect public policy.

5. Clarify and act on purpose and values – Students will examine the values that influence their own decision-making processes; take responsibility for their own learning and development in a manner consistent with academic integrity and their own goals and aspirations; intentionally use knowledge gained from learning experiences to make informed judgments about their future plans; and bring those plan into action.
Methods of Completing Course Objectives, CADE Knowledge Requirements and Outcomes, and QEP Objectives:

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Approximate Point Value</th>
<th>Course Objectives</th>
<th>CADE FK C</th>
<th>WCU QEP Goals</th>
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<tbody>
<tr>
<td>Exams (3 @ 100 points each)</td>
<td>300</td>
<td>1 - 7</td>
<td>KR 1.1.a</td>
<td>N/A</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>1 - 7, 11</td>
<td>KR 1.1.a, KR 3.1.a</td>
<td>2</td>
</tr>
<tr>
<td>Weekly quizzes</td>
<td>100</td>
<td>1 - 7</td>
<td>KR 1.1.a</td>
<td>N/A</td>
</tr>
<tr>
<td>Written Article Critiques</td>
<td>30</td>
<td>8 - 10</td>
<td>KR 1.1.a, KR 1.1.b, KR 2.1.a</td>
<td>3</td>
</tr>
<tr>
<td>Oral Article Critiques</td>
<td>20</td>
<td>8 - 10</td>
<td>KR 1.1.a, KR 1.1.b, KR 2.1.a</td>
<td>3</td>
</tr>
<tr>
<td>Term Paper</td>
<td>100</td>
<td>8 - 10</td>
<td>KR 1.1.a, 1.1.b, 2.1.a</td>
<td>3</td>
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<tr>
<td>Reflection Paper</td>
<td>25</td>
<td>N/A</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>650</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Best Method of Communication:
1. Western e-mail
2. Office phone

BlackBoard Technical Assistance:
IT Services Help Desk
828-227-7487
1-866-928-7487 (toll free)
itshelp@email.wcu.edu

Academic Honesty Policy:
Academic honesty policy is defined in detail in the Student Handbook. "Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity." It includes cheating, fabrication, plagiarism, and facilitation of academic dishonesty. Cheating will not be tolerated. Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." Facilitation of academic dishonesty is defined as "intentionally or knowingly allowing another to copy information during an examination or other academic exercise." Penalties for a first offense may include a final grade of "F" or suspension from the university.

Course Information:

Class Policies:
1. Once class starts, you will be expected to stay in class for the duration of the period unless it is an emergency. Going to the bathroom, getting a drink of water, or going out to make or receive a phone call is not considered an emergency. Doing so will result in 5 points off the next hour exam or final,
2. Turn cell phones off or to vibrate and they should not be visible during class (loss of 3 points off the next hour exam or final points for use of cell phones).
3. No texting (loss of 3 points off the next hour exam or final points for use of cell phones).
4. No sleeping (I will wake you up and deduct 3 points off the next hour exam or final points for use of cell phones).
5. Remove hats during in class testing.
6. If personal computers are used, they must be used for taking notes or going to a web site being used during the class period. No, emails, web surfing, face book, etc. Being caught using a computer improperly in class will result in loss of 10 points off the next hour exam or final.
7. No talking or general distractions in class (loss of 3 points first offense, 5 second offense, 10 third offense and dismissal from class).

**CLASS PREPARATION/ PARTICIPATION:**
You are expected to review material from previous courses (ND 330, ND 441, chemistry, physiology, etc.) in order to apply what you already know to the topic being discussed. Reviewing the topic in a basic text first will help you to understand the advanced material. **You are expected to read the assigned chapter in the text prior to class lecture.** Reading guides will be provided for some chapters to help you focus on the most important material. Lecture will focus on the most difficult material in the text, using additional material from outside sources and class discussions, to explain the material. **We will not just go through the chapter and highlight material (you are expected to do that on your own and bring questions to class).**

**EXAMS:**
*All exams will be given in class and not online.* Exams will be a combination of short answer/discussion, circle the correct answer, fill in the blank, true/false, and matching or case study type scenario. The number of questions will vary depending on the exam type. Exam material will come from lecture, hand-outs, supplemental material, or information directly referred to in the text. Reading the entire chapter in the text and all supplemental material is likely to increase exam grades due to enhanced understanding of the material. All exams will be comprehensive to a degree. What you learn in the beginning of the semester about lab values, medical terminology, diagnostic tests, etc. will still be used at the end of the semester.

**Final Exam:**
The final exam will be like the exams given throughout the course but will be given in two parts. One part will be on the material covered since the last exam. The second part will be comprehensive and will be in a case study format that will include information covered since the beginning of the course. It will cover the major points of the vitamins and minerals that most frequently cause problems with deficiencies or toxicities or are most frequently associated with diseases. These will be pointed out as the course progresses and will be pointed out on Sliderocket slides. It is essential that you take good notes throughout the course.

**WEEKLY-QUIZZES:**
You will have a weekly-quiz on the material covered in the previous two lectures before discussion begins (there may be some exceptions). Weekly-quizzes will be at the beginning of class before lecture/discussion begins. If you miss a quiz, you will have one drop grade. If you miss a second quiz, you will receive a grade of zero for that quiz. If you are late to class, you will have only the time remaining from the original amount of time given to the entire class for completion of the quiz.
Weekly-quizzes are worth 10 points. The class days on the schedule marked with an * are the days quizzes will be given. If you take all eleven quizzes, the lowest quiz will be dropped.

**ARTICLE CRITIQUE (WRITTEN):**

Each student will evaluate two peer review articles that pertain to some area of interest that includes using vitamins or minerals as supplements to cure or prevent disease, obesity, or increase strength, stamina, or longevity. This could be in the well or diseased state. Your reports are to be typed and no more than three double spaced pages. Turn in a copy of the article you are evaluating with your report. Turn in a hard copy of the report and article, not an electronic copy. Points to be covered include: 1) Was there a stated purpose for the article? If so, what was it? 2) Did the article accomplish its purpose? 3) What were the main points you learned from the article? 4) Was the article based on sound research data (were reputable references quoted?) or was it opinionated with statements like “research indicates” without stating the research. Clarity, spelling and grammar will be considered in the grading of these critiques so use the writing center if you are not a good writer.

A good place to look for articles is the Evidence Analysis Library on the American Dietetic Association’s web site. The National Library of Medicine database is also very good. See the article below that came from Ann Hallyburton, Health Sciences library representative.

The National Library of Medicine has released a new resource focused on dietary supplements. The Dietary Supplements Labels Database [http://dietarysupplements.nlm.nih.gov](http://dietarysupplements.nlm.nih.gov) includes information from the labels of over 2,000 brands of dietary supplements in the marketplace, including vitamins, minerals, herbs or other botanicals, amino acids, and other specialty supplements.

The database is designed to help both the general public and health care providers find information about ingredients in brand-name products, including name, form, active and inactive ingredients, amount of active ingredient/unit, manufacturer/distributor information, suggested dose, label claims, warnings, percentage of daily value, and further label information.

Links to other NLM resources, such as MedlinePlus and PubMed, are provided for additional health information. In addition, links to related Fact Sheets from the U.S. Food and Drug Administration (FDA), Office of Dietary Supplements (ODS), National Center for Complementary and Alternative Medicine (NCCAM), and the National Cancer Institute (NCI) are also available. The following link is a must for looking for articles: [http://researchguides.wcu.edu/healthcare](http://researchguides.wcu.edu/healthcare)

**ARTICLE CRITIQUE (ORAL):**

Each student will present an oral evaluation of the second written critique they turned in above. *Only the second critique.* The presentation should contain the same basic information with points to covered including: 1) Was there a stated purpose for the article? If so, what was it? 2) Did the article accomplish its purpose? 3) What were the main points you learned from the article? 4) Was the article based on sound research data (were reputable references quoted?) or was it opinionated with statements like “research indicates” without stating the research. You will have 10 minutes to present your article and it will be graded on how well you included the points mentioned above, your delivery (loud enough, spoke clearly, take the presentation seriously, poise, knowledge of material). See resource folder in BlackBoard for
evaluation form.

**Reflection Paper:**

1. A reflection paper is required by CADE and the QEP for the purpose of causing you to stop and reflect on what you are studying in college and how you plan to use your college education. What are going to be doing a year from now? Five years from now? How is your college education going to fit into your plans? If you do not know, or do not have plans, a reflection paper may be able to help you develop some. Thus, the purpose of this is not for your teachers but for you, to cause you to think about your future.

2. A reflection paper is not an evaluation of the course, but for you to reflect on the experience you just had, what you learned, and how does this fit into your plans. In this case the experience is the course you just completed. The point is to include your thoughts and reactions to the experience. You can present your feelings on what you learned and explain them. Like any other paper or essay, it should be cohesive and refer directly to the specific material you studied. You might also consider what you could do differently to learn even more from future learning experiences.

3. Do not use a reflection paper simply to summarize what you have done. You can summarize what the course covered, but that is not the end of the discussion. How do you think this information (in this case metabolism of vitamins and minerals) will be important to you as a dietitian? If you do not plan on being a dietitian, how would this information be important to you in the field you plan on going into? If that does not apply, how is this information important to you in your everyday life? Also, a reflection paper should not be a free flow of ideas and unconnected thoughts. The idea of a reflection paper is to write an essay describing your reactions and analysis to your previous experience, again, in this case, the course.

4. If upon reflection of the past course you realize you do not like the material covered, and you do not want to use it in a career, then your reflection may help you realize you would do better in management or some field of dietetics that does not use clinical/biochemical information.

5. A reflection paper should be as organized as any other type of formal essay. Include an introduction, perhaps one that describes your expectations before the experience started. You do not want to summarize everything as mentioned but you can summarize the conclusions you came to as a result of the experience.

6. In between the introduction and conclusion, the body of your paper should explain the conclusions you have come to and why. End the paper with a conclusion that sums up what you got from the experience. You might want to refer to your conclusions in relation to your expectations or come to some other conclusion or analysis about the experience in light of what you learned, like you do not want to work in an area that uses biochemical data or you want to work more with genetics, or whatever.

7. The essay should not be more than two full length pages. It should be typed and double spaced and should **not** be submitted in BB but can be emailed to me through WCU email (Outlook), no larger than 12 font. It needs to be well written from the standpoint of grammar,
spelling, and coherence.

8. As you look back in writing this, you could consider what did you learn that you did not know before you started the course. List the subjects/titles/groups of things you learned. However, this would be a minor part of the paper. Also, you might consider (for your benefit) anything you could have done different to learn more (i.e., study harder, read more about the subject, write out your notes, try to learn instead of memorizing, not waiting to the night before a class to study, etc.).

9. Finally, realizing that you do not know what your employment will be after you finish your education, how do you think this information will help you (maybe now or in the long run)?

**Research Paper:**
You will complete a research paper that will be due by the end of mid-term. The paper will describe the role the vitamin/mineral has with a specific disease state or deficiency or toxicity. The paper will include the any pathway involved with the disease or metabolic condition being studied. The biological availability, digestion, absorption, and excretion mechanisms should also be discussed. The paper will also include all pathways (or at least the major pathways if multiple pathways are involved) with chemical structures, enzymes, cofactors, interaction with other substances, symptoms of deficiencies, and toxicities. The paper will be at least 12 **typed** pages double spaced with a 12 font. This does not include the title page or the list of references. At least 9 references are required, some of which can be from textbooks but at least five will have to come from peer review journal articles. Additional information about the paper and how the subject matter will be chosen will be provided in BlackBoard. Depending on your writing ability, you may be required to visit the writing center. The paper will be due just after midterm and will be returned graded in time for you to make corrections before the end of the semester.

**Power Point Presentation:**
You will prepare a power point presentation to be presented to the class on the last day of class. The presentation should be at least 20 minutes long with time allowed at the end for questions. You will be graded on clarity of content, slide content, presentation (spoken clearly, loud enough, eye contact, etc.), and knowledge of the subject. See resource folder in BlackBoard for more information.

**Late Paper Policy:**
To help you practice being responsible, **late papers will be penalized.** Your grade will drop 11% for the first day late. If the paper was 100 points, your maximum grade attainable will be an 89 or a B. An additional 7% will be taken from your final grade on the paper for each day after the due date. That means if your paper is 2 days late and is a perfect paper, you will not be able to make higher than a B.

**Attendance Policies:**
Students should understand that they are responsible for the academic consequences of absences. Attendance will be checked for each class session. See catalog on class attendance policy. You are expected to attend class unless you have a very good reason. If you have more than two unexcused absences, your final average will be lowered 2% for each missed unexcused class over two. You will be allowed an additional two excused absences. An excused absence will be allowed for University sponsored functions, sickness, and personal reasons. You must present
evidence to receive an excused absence.

If you are sick or unable to attend class on the day an exam is scheduled, you must notify the instructor prior to the time the exam is scheduled if possible. If prior notification is not given (and received), you will receive a grade of zero on the exam. If you have a good excuse, you can make up the exam with no penalty. Missed exams must be made up within one week (pending some unusual extenuating circumstance) or you will receive a zero. If you are absent on the day that the instructor distributes a handout, it is your responsibility to get the handout (and lecture notes) from a classmate.

**Tardy Policies:**
If you are more than 3 minutes late after lecture is started, or if you leave more than 5 minutes before the class is over, you will be marked tardy. Three tardies equal one absence. If you are tardy and have a good reason, see me after class and each tardy excuse will be evaluated on a case-by-case basis.

**Absences Due to Faith Observances:**
According to North Carolina General Statue 116-11(3a) a student may request absences for required religious observances. WCU allows two absences each academic year for religious observances required by faith. To obtain permission to be absent for religious reasons a student must complete the Absent due to Required Religious Observance Form with the instructor (electronic form obtained through MyCat) and submit it to the Senior Associate Vice Chancellor for Academic Affairs (Dr. Fred Hinson) for final approval at least two weeks prior to the proposed absence. Students are encouraged to discuss these absences with the faculty member prior to the end of drop/add in case the absence will unavoidably keep the student from completing the requirements of the course. However, if the student completes the form and submits it to the instructor prior to the two-week time frame, he/she shall be given the opportunity to make up any tests or other work missed due to an excused absence for a required religious observance.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office’s website: http://www.wcu.edu/12789.asp

**Writing Center:**
For several years running, with no end in sight, the National Association of Colleges and Employers (NACE) has reported that employers across professional fields name communication skills (writing and speaking) as the TOP quality/skill they look for in college graduates. How prepared will you be? Writing is like any other skill. The more you do it, the better you get. Plus, if you work with a personal trainer on a regular basis, you not only become better sooner, you achieve a higher standard of performance. The University Writing Center wants to help you succeed in all your writing assignments, but we cannot do so without your help and forethought. To schedule an appointment with a trained graduate assistant, call 227-7197. Bring to your appointment everything pertinent to
your paper (especially a copy of your assignment), as well as your best double-spaced draft. Spell-check the document BEFORE you visit, so your tutor will not spend unnecessary time catching typos you could have caught yourself. If you are working on a group project, notify our receptionist when you make the appointment and include all group members. Visit the Writing Center at www.wcu.edu/writingcenter to learn more about preparing for a successful appointment and to access our extensive writing resources.

The University Writing Center in Hunter 161 offers free, friendly, one-on-one writing feedback for students of all class levels and majors. Graduate assistants interact collaboratively with students to strengthen both the writer and the paper. Visit our online writing resources to find helpful guidelines and other information. Call 828.227.7197 to make individual appointments. Predictable times for high demand come at midterm and at the end of the semester. Think ahead!
Western Carolina University School of Health Sciences  
ND 551-01, Medical Nutrition Therapy 1 – Fall 2014  
Tue/Thr 8:30 – 9:45 HHSB 211

Instructor: Brenda Marques, PhD, RD  
Email: bgmarques@email.wcu.edu (preferred contact)  
Office: 109 HHS; Phone: 828-227-3512  
Office Hours: M 9:35 – 10:25, T & R 10:00 – 11:15, F 9:35 – 11:30, others by appointment..  
* I will check email once daily M – F and will reply within 36 hours during the work week.

I. Rationale/Purpose: Mechanisms by which diet contributes to maintenance of health, prevention and a treatment of diseases of the GI tract, liver disease, and cardiovascular disease*. Prerequisites & Notes: PREQ: ND 334, BIOL 293 and CHEM 133.

II. Course Aims and Objectives: In accordance with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) 2012 Standards for Didactic Programs in Nutrition and Dietetics Core Knowledge for the RD (http://www.eatright.org/ACEND/content.aspx?id=57), ND 441 contributes to the following core knowledge requirements

<table>
<thead>
<tr>
<th>Core Knowledge for the RD</th>
<th>Student Learning Outcomes</th>
<th>Linked Assignment(s)</th>
</tr>
</thead>
</table>
| Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.  
KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practices. | Students must be able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.  
Students must be able to demonstrate how to use current information technologies to locate and apply evidence-based guidelines and protocols. | Use of Academy of Nutrition and Dietetics Evidence Analysis Library for the content related to:  
Quizzes  
Exams  
INDEPENDENT Case Study  
Evidence Analysis Project |
| Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.  
KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. | The student must be able to demonstrate effective and professional oral communication, written communication and documentation. | INDEPENDENT Case Study (documentation)  
HAES Curriculum Assignment and FNCE/Alternate Assignment (written communication) |
| Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.  
KRD 3.1 The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the | Students must be able to use the nutrition care process to make decisions to identify nutrition-related problems and determine and | Exams,  
INDEPENDENT Case Study |
Additionally, this course will cover the following topics identified in the 2012 Outline of the Registration Examination for Dietitians by the Commission on Dietetics Registration

**DOMAIN II - NUTRITION CARE FOR INDIVIDUALS AND GROUPS - (50%)**

**TOPIC A - Screening and Assessment**

1. Nutrition screening
   a. Purpose
   b. Selection and use of risk factors and evidence-based tools
   c. Physical findings
      (1) Anthropometric data
      (2) Nutrition focused physical exam
   d. Medication management
      (1) Prescription and over-the-counter medications
      (2) Medication/food interactions
   e. Diagnostic tests, procedures, evaluations
      (1) Assessment of energy requirements
      (2) Biochemical analyses
   f. Physical activity habits and restrictions
   g. Economic/social
      (1) Psychosocial and behavioral factors
      (2) Socioeconomic factors
      (3) Functional factors
   h. Educational readiness assessment
      (1) Motivational level and readiness to change
      (2) Educational level
      (3) Situational: environmental, economical, and cultural

2. Nutrition assessment of individuals
   a. Dietary intake assessment, analysis and documentation
   b. Medical and family history
   c. Physical findings
      (1) Anthropometric data
      (2) Nutrition focused physical exam
   d. Medication management
      (1) Prescription and over-the-counter medications
      (2) Medication/food interactions
   e. Diagnostic tests, procedures, evaluations
      (1) Assessment of energy requirements
      (2) Biochemical analyses
   f. Physical activity habits and restrictions
   g. Economic/social
(1) Psychosocial and behavioral factors
(2) Socioeconomic factors
(3) Functional factors

h. Educational readiness assessment
   (1) Motivational level and readiness to change
   (2) Educational level
   (3) Situational: environmental, economical, and cultural

3. Nutrition Assessment of Populations and Community Needs Assessment
   a. Community and group nutrition status indicators
      (1) Demographic data
      (2) Incidence and prevalence of nutrition-related status indicators
      (3) Prevalence of food insecurity
   b. Development and maintenance of nutrition screening and surveillance systems
      (1) National, state, and local reference data (e.g., NHANES, BRFSS, YRBSS)
   c. Availability of community resources
      (1) Food and nutrition assistance programs
      (2) Consumer education resources
      (3) Health services
      (4) Studies on food systems, local marketplace, food economics
      (5) Public health programs

TOPIC B – Diagnosis
1. Relationship between nutrition diagnoses and medical diagnoses
   a. Pathophysiology
   b. Identifying medical diagnoses affecting nutrition care
   c. Determining nutrition risk factors for current medical diagnoses
   d. Determining nutrition factors for groups

2. Data sources and tools for nutrition diagnosis
   a. Organizing assessment data
   b. Using standardized language

3. Diagnosing nutrition problems for individuals and groups
   a. Making inferences
   b. Prioritizing
   c. Differential diagnosing

4. Etiologies (cause/contributing risk factors)
   a. Identifying underlying causes and contributing risk factors of nutrition diagnoses
   b. Making cause and effect linkages

5. Signs and symptoms (defining characteristics)
   a. Linking signs and symptoms to etiologies
   b. Using subjective (symptoms) and/or objective (signs) data

6. Documentation

TOPIC C – Planning and Intervention
1. Nutrition care for health promotion and disease prevention
   a. Identification of desired outcomes/ actions
      (1) Evidence-based practice for nutrition intervention
      (2) Evaluation of nutrition information
      (3) Food fad
      (4) Health fraud
   b. Determination of energy/nutrient needs specific to life span stage
   c. Implementing care plans
      (1) Nutrition recommendations to promote wellness
      (2) Communication and documentation
2. Medical Nutrition Therapy
   a. Identify desired outcomes and actions
   b. Relationship of Pathophysiology to treatment of nutrition-related disorders
      (1) Critical care and hypermetabolic states
      (2) Eating disorders
      (3) Food allergies and intolerance
      (4) Immune system disorders, infections, and fevers
      (5) Malnutrition: protein, calorie, vitamin, mineral
      (6) Metabolic, endocrine, and inborn errors of metabolism
      (7) Oncologic and hematologic conditions
      (8) Organ system dysfunction
      (9) Orthopedic/wounds
   c. Determine energy/nutrient needs specific to condition
   d. Determine specific feeding needs
      (1) Oral
         (a) Composition/texture of foods
         (b) Diet patterns/schedules; Diagnostic test meals
         (c) Modified diet products and food supplements
         (d) Adaptive equipment
      (2) Enteral and Parenteral Nutrition
         (a) Formulas and calculations
         (b) Routes, techniques, equipment
         (c) Complications
      (3) Complementary care, herbal therapy
   e. Implementing care plans
      (1) Nutrition therapy for specific nutrition-related problems
      (2) Basis for quality practice [evidence-based guidelines, standardized process (NCP),
         regulatory and patient safety issues]
      (3) Counseling
      (4) Communication and documentation
      (5) Discharge planning and disease management

3. Implementation and Promotion of National Dietary Guidance (e.g., MyPlate; Dietary Guidelines
   for Americans)
   a. Legislation and policy development
   b. State and community resources and nutrition related programs
      (1) Block grants to states
      (2) Federal and state funded food and nutrition programs
      (3) Community interventions

4. Development of programs and services
   a. Identification and attainment of funding
   b. Resource allocation and budget development
   c. Provision of food and nutrition services to groups

TOPIC D – Monitoring and Evaluation
1. Monitoring progress and updating previous care
   a. Monitoring responses to nutrition care
   b. Comparing outcomes to nutrition interventions

2. Measuring outcome indicators using evidence-based guides for practice
   a. Explaining variance
   b. Using reference standards
   c. Selecting indicators

3. Evaluating outcomes
   a. Direct nutrition outcomes
b. Clinical and health status outcomes  
c. Patient-centered outcomes  
d. Health care utilization outcomes  
4. Relationship with outcomes measurement systems and quality improvement  
5. Determining continuation of care  
a. Continuing and updating care  
b. Discontinuing care  
6. Documentation

III. Course Materials/Required Texts:
1. Laptop with Internet accessibility for in-class, online exams.  
2. Accessibility to the Academy of Nutrition and Dietetics Evidence Analysis Library and the eNutrition Care Process Terminology software.  
3. Non-programmable calculator that contains only simple arithmetic functions such as adding, subtracting, multiplication and division. Phones may NOT be used as calculators during exams!  
9. Journal of the Academy of Nutrition and Dietetics, Elsevier  
10. Food & Nutrition, Academy of Nutrition and Dietetics

IV. Faculty Expectations of Students/Course Policies

Western Carolina University Community Creed  
I will practice personal and academic INTEGRITY  
I will RESPECT the dignity and rights of all persons  
I will demonstrate concern for others and live up to my community RESPONSIBILITIES  
I will ENGAGE myself in the arts, culture and intellectual life of the University  
I will celebrate and take PRIDE in Western Carolina University

Academic Integrity Policy  
This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).
Violations of the Academic Integrity Policy include:

**Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Fabrication** - Creating and/or falsifying information or citation in any academic exercise.

**Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Faculty members have the right to determine the appropriate sanction(s) for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course. Within five (5) days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform his/her department head (Associate Dean of the Graduate School when the student is a graduate student) in writing of the allegation and proposed sanction(s).

The Academic Integrity Policy and Faculty Reporting Form can be found online at [http://dsce.wcu.edu](http://dsce.wcu.edu).

WCU instructors reserve the right to use plagiarism prevention software (such as SafeAssignment.com) as well as Google, Yahoo and/or other Internet search engines to determine whether or not student papers have been plagiarized. For more information about SafeAssign, contact Jason Ottie at 227-2930.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of F in the course. Within 5 calendar days of the event the instructor will inform his/her department head and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction. Please see the Student Handbook for additional information.

Details are available at the procedures for cases involving allegations of academic dishonesty are in the WCU Student Handbook.

**Lecture Class Attendance Policy:** Students are expected to arrive on time for class and to be prepared for learning.

The WCU attendance policy and list of acceptable excused absences is located at: [http://www.wcu.edu/WebFiles/PDFs/Class_Attendance_Policy_IV_Revised_8-20-08.pdf](http://www.wcu.edu/WebFiles/PDFs/Class_Attendance_Policy_IV_Revised_8-20-08.pdf)

**Unplanned, excused absence:** If you have an unplanned excused absence that occurs during a scheduled exam, assignment due date or oral presentation day, it is your responsibility to provide the instructor with acceptable documentation (note from a healthcare provider, lawyer, jailer, jury summons, traffic accident report...) the NEXT TIME YOU ATTEND CLASS. Unacceptable excuses include, but are not limited to: personal travel plans, over sleeping, transportation difficulties or illness of a roommate or friend.

Planned excused absence: If you anticipate having a planned absence on the day of a scheduled exam, assignment due date or oral presentation due to a university sanctioned event, documented
religious holy day, court summons or significant medical procedure you must provide evidence BEFORE the exam, due date or oral presentation.

**Unexcused absence** from a scheduled exam, assignment due date will result in a grade of ZERO. Unacceptable excuses include, but are not limited to personal travel plans, over sleeping, transportation difficulties or illness of a roommate or friend.

**Late arrivals:** If you must arrive late for class, please limit your disruption by taking a seat as close to the door as possible. If you are late for an exam, you will NOT be given additional time to finish. The exam will cut off when the class time is over.

Regardless of the cause of an absence, students are responsible for all material presented and assigned for the class period or lab activity that was missed. Please check the course schedule to see what you missed. Also, check with a classmate for class notes, handouts, etc.

**Student Behavior in the Classroom**
Disruptive students will be asked to leave the classroom or lab. If you are asked to leave, you must contact the instructor within 24 hours to mitigate the situation. If you do not contact the instructor within 24 hours, disciplinary proceeding may be initiated and deductions to your grade will be made. You may use laptop computer to type notes or, if requested by the instructor, search the Internet. You may not use your laptop for any non-classroom activity during class. Please set all cell phones to silent mode and do not engage in texting during class. Additionally, Ipods, MP3 player and other personal electronic devices should be turned off during class.

Please wait till class is dismissed before packing up your belongings to leave class. In addition, be courteous to the instructor and any guest speakers and your fellow students, you should also respect their opinions. You do not have to agree with everything discussed in class, but it is important to respect others as you would have them respect you. All students are expected to conduct themselves in a professional manner and have a positive attitude. The WCU QEP theme for this year is Citizenship and Civility: [http://www.wcu.edu/31112.asp](http://www.wcu.edu/31112.asp).

All students are expected to actively participate in class discussion, group work, and other learning activities. Active participation requires that student read assigned readings, bring textbooks and/or assignments to class, answer questions posed by the instructor and offer useful input to group discussions, assignments and presentations. Students are expected to abide by the student code of conduct outlined in the student handbook available at [www.wcu.edu/4595.asp](http://www.wcu.edu/4595.asp).

**Inclement Weather Policy**
The inclement weather policy is available at [www.wcu.edu/weather/](http://www.wcu.edu/weather/). If the university or the instructor cancels class due to inclement weather, you will be notified via Bb or MyCat as soon as possible. Students who live off campus should use good judgment in commuting during inclement weather.

**Use of Technology:**
Announcements, assignments, chapter quizzes and any changes to the syllabus will be posted on BlackBoard (Bb). You are responsible for checking Bb at least once a week.
All login and technical problems with Bb should be reported to IT Services Help Desk: 227-7487, Toll Free: 866-928-7487 (866-WCU-7ITS) and e-mail: ithelp@email.wcu.edu

V. Grading Procedures
The graded assignments are linked to specific knowledge requirements and learning outcomes established by the Accreditation Council on Education in Nutrition and Dietetics. The nutrition care process constitutes 50% of the content on the Examination for Registered Dietitians.

Professional Writing: All written assignments must reflect college-level professional writing skills. If there are five or more errors of grammar, spelling, sentence structure or overall organization the assignment will NOT be graded and will be returned to you. You may resubmit the corrected assignment by the next class day with a 5% penalty. If the second submission contains five or more errors of grammar, spelling, sentence structure overall organization you will receive a grade of ZERO on the assignment. If you have difficulty with college-level professional writing, please utilize the resources and services offered by the Writing and Learning Commons (Belk 208, www.wcu.edu/29229.asp).

If reference citations are required for the assignment you should follow the format of the Journal of the Academy of Nutrition and Dietetics which is bases on the 10th edition of the American Medical Association (AMA) Manual of style. Refer to this website http://www.adajournal.org/authorinfo for specifics under the heading JOURNAL STYLE for more information.

Unit Exams (2 @ 100 points each): These will be in class, online. You will need a laptop and simple, non-programmable calculator. Exams will include, but are not limited to multiple choice, matching, short essay, short answer, listing, and calculations. In keeping with the testing format of the RD exam, questions will be presented one at a time without backtracking allowed.

Comprehensive Final exam (200 points): While all exams will be comprehensive in nature regarding the nutrition care process, especially in regards to nutrition assessment procedures, the final exam will cover nutrition diagnosis, intervention, monitoring and evaluation for all organ systems dysfunctions or diseases covered during the semester. In keeping with the testing format of the RD exam, questions will be presented one at a time with no backtracking allowed.

INDEPENDENT Case Study (100 points): You will INDEPENDENTLY answer all the questions for Case Study 1 - Pediatric Weight Management and submit an ADIME documentation note that would be suitable to post in a medical record. Unlike lab, where we work collaboratively to learn how to use the Nutrition Care Process, this assignment will provide the evidence that you can do this work ON YOUR OWN. This item will be kept as an artifact of your skills. This assignment will be posted on and turned in via BlackBoard.

Health at Every Size Curriculum (25 points): The HAES curriculum can be accessed at http://haescurriculum.com/. There are three Power Point slide sets that can be viewed either as a ppt or with voice over by going to the video page. Watch or read the following: Overview, Developing a Healthy Relationship with Food and Exercise, and Size Acceptance. Write a paper that briefly summarizes the content of the HAES Curriculum and your personal reaction to the information. This assignment will be posted on and turned in via BlackBoard.
FNCE Activity (25 points): You will either write a summary of a presentation you attended at FNCE or you will complete an Evidence Analysis Worksheet for a research article from the Journal of the Academy of Nutrition and Dietetics from August, September or October of 2014. This assignment will be posted on and turned in via BlackBoard.

Class Participation (150 points): This may include, but is not limited to in class worksheets, announced or unannounced quizzes or other activities that indicate you engagement in the course and subject matter.

Evidence Analysis Project (100 points): Working as a team, you will formulate an unique, as of yet uninvestigated, evidence analysis question related to the topics of this course and use the AND Evidence Analysis Manual as a guide to gather and classify evidence, critically appraise the evidence, summarize the evidence and write a conclusion step. Please come talk with me about your question and BEFORE you get started.

<table>
<thead>
<tr>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>HAES Curriculum Paper</td>
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<tr>
<td>FNCE/Alternate Online Assignment</td>
</tr>
<tr>
<td>Unit Exams</td>
</tr>
<tr>
<td>Independent Case Study</td>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Comprehensive Final Exam</td>
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<tr>
<td>Evidence Analysis Project</td>
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<tr>
<td><strong>Total Points</strong></td>
</tr>
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</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation Quality</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
<td>--</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>IP</td>
<td>In Progress</td>
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<tr>
<td>A-</td>
<td>Good</td>
<td>3.67</td>
<td>S</td>
<td>Satisfactory</td>
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</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
<td>U</td>
<td>Unsatisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>W</td>
<td>Withdrawal</td>
<td>--</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.67</td>
<td>AU</td>
<td>Audit</td>
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</tr>
<tr>
<td>C+</td>
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<td>NC</td>
<td>No Credit</td>
<td>--</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>Poor</td>
<td>1.67</td>
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<td>D+</td>
<td>Poor</td>
<td>1.33</td>
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<td>D</td>
<td>Poor</td>
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<td>D-</td>
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<td>0.67</td>
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<td>F</td>
<td>Failure</td>
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</table>
* See Graduate Catalog for the graduate level grading system.

The grades of A+, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.

Student Evaluation of Course:
Student course evaluations are accessed through your Catamount email. The course evaluation is completely external to the course and the instructor has no control of access or availability. Instructors cannot view student evaluations until after final grades are submitted. All student submissions are anonymous and are used to improve instruction and materials. It is very important that you complete the evaluation.

Additional Help for Students:
Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment. To receive academic accommodations for this class, students must be registered with the Office of Student Support Services. If you qualify, Student Support Services will provide you with a letter. The letter received from Student Support Services should be presented as documentation to the instructor as early in the semester as possible.

Student Support Services (SS)
Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

Writing and Learning Commons (WaLC)
The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smartthinking and the WaLC’s online
resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select "Biltmore Park Writing Tutoring" for availabilities.

The Mathematics Tutoring Center (455 Stillwell, http://mathlab.wcu.edu, 227-3830) provides tutoring in all lower-division math and many CS courses, help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9-5 and 6-9 pm Monday-Thursday, and 9-5 on Friday or by appointment.

Academic Calendar includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.

**VIII. Tentative Course Schedule**
_May change to accommodate guest presenters & student needs_

See Below
Western Carolina University School of Health Sciences  
ND 552-01, Medical Nutrition Therapy I – Spring 2014  
HHSB 433 TR 2:30 – 4:45

Instructor: Brenda Marques, PhD, RD  
Email: bgmarques@email.wcu.edu (preferred contact)  
Office: 109 HHS; Phone: 828-227-3512  
Office Hours: T & R 10:00 – 11:00, W & F 10:30 – 12:00, others by appointment.  
* I will check email twice daily M – F and will reply within 36 hours during the work week.

I. Rationale/Purpose: Mechanisms by which diet contributes to maintenance of health, prevention and a treatment of diseases of the GI tract, liver disease, and cardiovascular disease*. Prerequisites & Notes: PREQ: 334, BIOL 293 and CHEM 133.

* In preparation for working with clients in the new HHS clinic, this term we will cover the following more common nutrition-related problems: obesity, cardiovascular disease, diabetes and chronic kidney disease. NEXT term we will cover nutrition support, GI and GI accessory disorders, trauma, critical illness and respiratory disorders. Do not despair – we will cover everything required over this academic year!

II. Course Aims and Objectives: In accordance with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) 2012 Standards for Didactic Programs in Nutrition and Dietetics Core Knowledge for the RD (http://www.eatright.org/ACEND/content.aspx?id=57), ND 331 contributes to the following core knowledge requirements

<table>
<thead>
<tr>
<th>Core Knowledge for the RD</th>
<th>Student Learning Outcomes</th>
<th>Linked Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.</td>
<td>Students must be able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.</td>
<td>Evidence-Based Practice Assignments</td>
</tr>
<tr>
<td>KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practices.</td>
<td>Students must able to demonstrate how to use current information technologies to locate and apply evidence-based guidelines and protocols.</td>
<td>Evidence-Based Practice Assignments</td>
</tr>
<tr>
<td>Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</td>
<td>The student must be able to demonstrate effective and professional oral communication, written communication and documentation.</td>
<td>Case Study ADIME notes</td>
</tr>
<tr>
<td>KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</td>
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<td></td>
</tr>
</tbody>
</table>

Meets WCU QEP Goal: Integrate information from a variety of contexts.
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.

KRD 3.1 The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principle and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KRD 3.2 The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

Students must be able to use the nutrition care process to make decisions to identify nutrition-related problems and determine and evaluate nutrition interventions.

Meets WCU QEP Goal: Solve complex problems.

Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups.

Case-studies, exams

Case-studies, exams

Additionally, this course will cover the following topics identified in the 2012 Outline of the Registration Examination for Dietitians by the Commission on Dietetics Registration

**DOMAIN II - NUTRITION CARE FOR INDIVIDUALS AND GROUPS - (50%)**

**TOPIC A – Screening and Assessment**

1. Nutrition screening
   a. Purpose
   b. Selection and use of risk factors and evidence-based tools
   c. Physical findings
      (1) Anthropometric data
      (2) Nutrition focused physical exam
   d. Medication management
      (1) Prescription and over-the-counter medications
      (2) Medication/food interactions
   e. Diagnostic tests, procedures, evaluations
      (1) Assessment of energy requirements
      (2) Biochemical analyses
   f. Physical activity habits and restrictions
   g. Economic/social
      (1) Psychosocial and behavioral factors
      (2) Socioeconomic factors
      (3) Functional factors
   h. Educational readiness assessment
      (1) Motivational level and readiness to change
      (2) Educational level
      (3) Situational: environmental, economical, and cultural

3. Nutrition Assessment of Populations and Community Needs Assessment
   a. Community and group nutrition status indicators
      (1) Demographic data
      (2) Incidence and prevalence of nutrition-related status indicators
      (3) Prevalence of food insecurity
b. Development and maintenance of nutrition screening and surveillance systems
   (1) National, state, and local reference data (e.g., NHANES, BRFSS, YRBS

c. Availability of community resources
   (1) Food and nutrition assistance programs
   (2) Consumer education resources
   (3) Health services
   (4) Studies on food systems, local marketplace, food economics
   (5) Public health programs

**TOPIC B - Diagnosis**
1. Relationship between nutrition diagnoses and medical diagnoses
   a. Pathophysiology
   b. Identifying medical diagnoses affecting nutrition care
   c. Determining nutrition risk factors for current medical diagnoses
   d. Determining nutrition factors for groups
2. Data sources and tools for nutrition diagnosis
   a. Organizing assessment data
   b. Using standardized language
3. Diagnosing nutrition problems for individuals and groups
   a. Making inferences
   b. Prioritizing
   c. Differential diagnosing
4. Etiologies (cause/contributing risk factors)
   a. Identifying underlying causes and contributing risk factors of nutrition diagnoses
   b. Making cause and effect linkages
5. Signs and symptoms (defining characteristics)
   a. Linking signs and symptoms to etiologies
   b. Using subjective (symptoms) and/or objective (signs) data
6. Documentation

**TOPIC C - Planning and Intervention**
1. Nutrition care for health promotion and disease prevention
   a. Identification of desired outcomes/actions
      (1) Evidence-based practice for nutrition intervention
      (2) Evaluation of nutrition information
      (3) Food fad
      (4) Health fraud
   b. Determination of energy/nutrient needs specific to life span stage
   c. Implementing care plans
      (1) Nutrition recommendations to promote wellness
      (2) Communication and documentation
2. Medical Nutrition Therapy
   a. Identify desired outcomes and actions
   b. Relationship of Pathophysiology to treatment of nutrition-related disorders
      (1) Critical care and hypermetabolic states
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      (6) Metabolic, endocrine, and inborn errors of metabolism
      (7) Oncologic and hematologic conditions
      (8) Organ system dysfunction
      (9) Orthopedic/wounds
   c. Determine energy/nutrient needs specific to condition
d. Determine specific feeding needs
   (1) Oral
      (a) Composition/texture of foods
      (b) Diet patterns/schedules; Diagnostic test meals
      (c) Modified diet products and food supplements
      (d) Adaptive equipment
   (2) Enteral and Parenteral Nutrition
      (a) Formulas and calculations
      (b) Routes, techniques, equipment
      (c) Complications
   (3) Complementary care, herbal therapy

e. Implementing care plans
   (1) Nutrition therapy for specific nutrition-related problems
   (2) Basis for quality practice [evidence-based guidelines, standardized process (NCP), regulatory and patient safety issues]
   (3) Counseling
   (4) Communication and documentation
   (5) Discharge planning and disease management

3. Implementation and Promotion of National Dietary Guidance (e.g., MyPlate, Dietary Guidelines for Americans)
   a. Legislation and policy development
   b. State and community resources and nutrition related programs
      (1) Block grants to states
      (2) Federal and state funded food and nutrition programs
      (3) Community interventions

4. Development of programs and services
   a. Identification and attainment of funding
   b. Resource allocation and budget development
   c. Provision of food and nutrition services to groups

TOPIC D - Monitoring and Evaluation
1. Monitoring progress and updating previous care
   a. Monitoring responses to nutrition care
   b. Comparing outcomes to nutrition interventions

2. Measuring outcome indicators using evidence-based guides for practice
   a. Explaining variance
   b. Using reference standards
   c. Selecting indicators

3. Evaluating outcomes
   a. Direct nutrition outcomes
   b. Clinical and health status outcomes
   c. Patient-centered outcomes
   d. Health care utilization outcomes

4. Relationship with outcomes measurement systems and quality improvement

5. Determining continuation of care
   a. Continuing and updating care
   b. Discontinuing care

6. Documentation
Upon completion of this course, the student will be able to:
1. Locate, interpret, evaluate and apply professional literature to the practice of dietetics.
2. Use current information technologies to locate and apply evidence-based guidelines and protocols to professional practices scenarios.
3. Develop effective and professional oral and written communication and documentation— including journal article reviews and the nutrition care process (Individual care).
5. Given a set of data (clinical scenario), interpret the anthropometric (body composition), biochemical, clinical and dietary information to determine the nutrition assessment for the individual.
7. Apply standardized language (IDNT) to code the various components in the nutrition care process.
8. Given a set of data (clinical scenario), use the nutrition care process to synthesize an appropriate plan of care for the individual.
9. Identify pathological factors that alter nutrient metabolism in humans.
11. Develop menus that adhere to specific nutrient requirements.
12. Define and correctly use common medical terms in case studies.
13. Apply knowledge of nutrient digestion, transport and metabolism to nutrition support complications—including not only the etiology but the solution to the problem.

III. Course Materials/Required Texts:
1. Laptop computer with wireless internet connectivity. (for in class online exams)
2. Non-programmable calculator that contains only simple arithmetic functions such as adding, subtracting, multiplication and division.

Intentional Learning:
WCU has identified a set of core skills and behaviors (outcomes) that are central to a student’s development as an integrated, intentional learner. These core expectations include the ability to:

Integrate information from a variety of contexts – Students will make connections between personal interest and abilities, Liberal Studies, programs of study, general
electives, and experiential learning opportunities, and other co-curricular activities; and relate the implications/value of these connections to ‘real world’ scenarios.

Solve complex problems – Students will identify the dimensions of complex issues or problems; analyze and evaluate multiple sources of information/data; apply knowledge and decision-making processes to new questions or issues; and reflect on the implications of their solution/decision.

Communicate effectively and responsibly – Students will convey complex information in a variety of formats and contexts; identify intended audience and communicate appropriately and respectfully.

Practice civic engagement – Students will identify their roles and responsibilities as engaged citizens by considering the public policies that affect their choices and actions; by recognizing commonalities and interdependence of diverse views/values; and by acting responsibly to positively affect public policy.

Clarify and act on purpose and values – Students will examine the values that influence their own decision making processes; take responsibility for their own learning and development in a manner consistent with academic integrity and their own goals and aspirations; intentionally use knowledge gained from learning experiences to make informed judgments about their future plans; and bring those plans into action.

IV. Faculty Expectations of Students/Course Policies

Western Carolina University Community Creed
I will practice personal and academic INTEGRITY
I will RESPECT the dignity and rights of all persons
I will demonstrate concern for others and live up to my community RESPONSIBILITIES
I will ENGAGE myself in the arts, culture and intellectual life of the University
I will celebrate and take PRIDE in Western Carolina University

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or jalexis@wcu.edu You may also visit the office’s website: disability.wcu.edu

To receive academic accommodations for this class, students must be registered with the Office of Student Support Services. If you qualify, Student Support Services will provide you with a letter. The letter received from Student Support Services should be presented as documentation to the instructor as early in the semester as possible.

Academic Integrity Policy
This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.
Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

Violations of the Academic Integrity Policy include:
- **Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication** - Creating and/or falsifying information or citation in any academic exercise.
- **Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.
- **Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Faculty members have the right to determine the appropriate sanction(s) for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course. Within five (5) days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform his/her department head (Associate Dean of the Graduate School when the student is a graduate student) in writing of the allegation and proposed sanction(s).

The Academic Integrity Policy and Faculty Reporting Form can be found online at [http://dsce.wcu.edu](http://dsce.wcu.edu).

WCU instructors reserve the right to use plagiarism prevention software (such as SafeAssignment.com) as well as Google, Yahoo and/or other Internet search engines to determine whether or not student papers have been plagiarized. For more information about SafeAssign, contact Jason Ottie at 227-2930.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of F in the course. Within 5 calendar days of the event the instructor will inform his/her department head and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction. Please see the Student Handbook for additional information.

Details are available at the procedures for cases involving allegations of academic dishonesty are in the WCU Student Handbook.

**Lecture Class Attendance Policy:** Students are expected to arrive on time for class and to be prepared for learning. Assignments will be collected at the beginning of class.

The WCU attendance policy and list of acceptable excused absences is located at: [http://www.wcu.edu/WebFiles/PDFs/Class_Attendance_Policy_IV_Revised_8-20-08.pdf](http://www.wcu.edu/WebFiles/PDFs/Class_Attendance_Policy_IV_Revised_8-20-08.pdf)
If you have an unplanned excused absence that occurs during a scheduled exam, assignment due date or oral presentation day, it is your responsibility to provide the instructor with acceptable documentation (note from a healthcare provider, lawyer, jailer, jury summons, traffic accident report...) the NEXT TIME YOU ATTEND CLASS. Unacceptable excuses include, but are not limited to: personal travel plans, over sleeping, transportation difficulties or illness of a roommate or friend.

If you anticipate having a **planned absence on the day of a scheduled exam, assignment due date or oral presentation** due to a university sanctioned event, documented religious holy day, court summons or medical procedure you must provide evidence **BEFORE** the exam, due date or oral presentation.

If you arrive late on an exam day, you will NOT be granted extended time to finish the exam.

**Unexcused absence from a scheduled exam, assignment due date or oral presentation will result in a grade of ZERO.**

Regardless of the cause of an absence, students are responsible for all material presented and assigned for the class period or lab activity that was missed. Please check the course schedule to see what you missed. Also, check with a classmate for class notes, handouts, etc.

**Student Behavior in the Classroom**
Disruptive students will be asked to leave the classroom or lab. If you are asked to leave, you must contact the instructor within 24 hours to mitigate the situation. If you do not contact the instructor within 24 hours, disciplinary proceeding may be initiated and deductions to your grade will be made. You may use laptop computer to type notes or, if requested by the instructor, search the Internet. You may not use your laptop for any non-classroom activity during class. Please set all cell phones to silent mode and do not engage in texting during class. Additionally, Ipods, MP3 player and other personal electronic devices should be turned off during class.

Please wait till class is dismissed before packing up your belongings to leave class. In addition, be courteous to the instructor and any guest speakers and your fellow students, you should also respect their opinions. You do not have to agree with everything discussed in class, but it is important to respect others as you would have them respect you. All students are expected to conduct themselves in a professional manner and have a positive attitude. The WCU QEP theme for this year is Citizenship and Civility: [http://www.wcu.edu/31112.asp](http://www.wcu.edu/31112.asp).

All students are expected to actively participate in class discussion, group work, and other learning activities. Active participation requires that student read assigned readings, bring textbooks and/or assignments to class, answer questions posed by the instructor and offer useful input to group discussions, assignments and presentations. Students are expected to abide by the student code of conduct outlined in the student handbook available at [www.wcu.edu/4595.asp](http://www.wcu.edu/4595.asp).

**Inclement Weather Policy**
The inclement weather policy is available at [www.wcu.edu/weather/](http://www.wcu.edu/weather/). If the university or the instructor cancels class due to inclement weather, you will be notified via Bb or MyCat as soon
as possible. Students who live off campus should use good judgment in commuting during inclement weather.

Use of Technology:
Announcements, assignments, chapter quizzes and any changes to the syllabus will be posted on BlackBoard (Bb). You are responsible for checking Bb at least once a week.

All login and technical problems with Bb should be reported to IT Services Help Desk: 227-7487, Toll Free: 866-928-7487 (866-WCU-7ITS) and e-mail: itshelp@email.wcu.edu

V. Grading Procedures
The graded assignments are linked to specific knowledge requirements and learning outcomes established by the Accreditation Council on Education in Nutrition and Dietetics. The nutrition care process constitutes 50% of the content on the Examination for Registered Dietitians.

Professional Writing: All written assignments must reflect college-level professional writing skills. If there are five or more errors of grammar, spelling, sentence structure or overall organization the assignment will NOT be graded and will be returned to you. You may resubmit the corrected assignment by the next class day with a 5% penalty. If the second submission contains five or more errors of grammar, spelling, sentence structure overall organization you will receive a grade of ZERO on the assignment. If you have difficulty with college-level professional writing, please utilize the resources and services offered by the Writing and Learning Commons (Belk 208, www.wcu.edu/29229.asp).

If reference citations are required for the assignment you should follow the format of the Journal of the Academy of Nutrition and Dietetics which is bases on the 10th edition of the American Medical Association (AMA) Manual of style. DO NOT USE APA or MLA as the citation style. Refer to the Journal website http://www.adajournal.org/authorinfo for specifics under the heading JOURNAL STYLE for more information.

Please do NOT use a cover sheet for your assignments. All assignment must have your name in the upper right hand corner of the first page. All multi-page assignments must be stapled in the upper left hand corner. I do NOT bring a stapler with me to class. If you print your assignment via PawPrint there is an option to staple as part of the page setup. DO NOT submit multi-page assignments in a folder or with a paper or binder clip unless specified in the assignment description. Failure to follow one or more of the above format requirements will result in a 5% reduction in your assignment grade.

Professional Attire for Formal Oral Presentations: Follow the guidelines in “Appropriate Attire for the Jobseeker & Professional” located in the March 2012 copy of WCU Career Journal http://www.wcu.edu/6663.asp. A pdf of this article is also posted in Bb under Course Information.
HAES Curriculum (50 points): The Health at Every Size curriculum can be accessed at http://haescurriculum.com/. There are three Power Point slide sets that can be viewed either as a ppt or with voice over by going to the video page. Watch or read the following: Overview, Developing a Healthy Relationship with Food and Exercise, and Size Acceptance. Write a paper that briefly summarizes the content of the HAES Curriculum and your personal reaction to the information.

Evidence Analysis Library Worksheets (4 @ 25 points each = 100 points): Complete the assigned worksheet posted in Bb by accessing the Academy of Nutrition and Dietetics Evidence Analysis Library at www.andevidencelibrary.com or via www.eatright.org by logging in as a member and selecting the EAL link on the left side of the screen.

Unit Exams (2 @ 100 each = 200 points): These will be in class, online. You will need a laptop and simple, non-programmable calculator. Exams will include, but are not limited to multiple choice, matching, short essay, short answer, listing, and calculations. In keeping with the testing format of the RD exam, questions will be presented one at a time with no backtracking allowed.

Evidence Based Practice Paper (100 points): You will formulate an unique as of yet uninvestigated evidence analysis question and use the AND Evidence Analysis Manual for a guide to gather and classify evidence, critically appraise the evidence, summarize the evidence and write a conclusion step. This is the same process used for submission to the AND EAL. Talk with me about your question and BEFORE you get started.

Adult T2DM ADIME NOTE (150 points): For the last case study of the semester, you must INDEPENDENTLY complete and turn in an ADIME worksheet before we begin going over the case in class. This item will be kept as an artifact of your skills using the NCP to solve complex problems.

Comprehensive Final exam (200 points): While all exams will be comprehensive in nature regarding the nutrition care process, especially in regards to nutrition assessment procedures, the final exam will cover nutrition diagnosis, intervention, monitoring and evaluation for all organ systems dysfunctions or diseases covered during the semester. In keeping with the testing format of the RD exam, questions will be presented one at a time with no backtracking allowed.

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Approximate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAES Curriculum Paper</td>
<td>50</td>
<td>6%</td>
</tr>
<tr>
<td>EAL Worksheets</td>
<td>100</td>
<td>13%</td>
</tr>
<tr>
<td>Unit Exams</td>
<td>200</td>
<td>25%</td>
</tr>
<tr>
<td>EBP Paper</td>
<td>100</td>
<td>13%</td>
</tr>
<tr>
<td>Adult T2DM ADIME Note</td>
<td>150</td>
<td>18%</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>200</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>800</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Grading Scale for Graduate Courses:

Grading System
The grades which may be assigned to graduate credit courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points Per Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points Per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4</td>
<td>W</td>
<td>Withdrawal</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
<td>AU</td>
<td>Audit</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td>Passing</td>
<td>2</td>
<td>IP</td>
<td>In Progress</td>
<td>-</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>-</td>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
</tbody>
</table>

Incomplete. The instructor may grant a student an I grade for work not completed if there is a reasonable prospect that the student can pass the course by making up the work missed if the incompletion is unavoidable and not caused by the student's negligence. All incomplete grades must be removed and a grade of A, B, C, F, S, or U must be submitted to the registrar. The work must be made up and a grade received by the registrar by the last day of classes of the next regular semester (excluding summer), or the grade will become an F. A student may not re-register for the course until the I is removed or changed to an F. The instructor is required to list the conditions to remove the I and send them to the department head. If the instructor is no longer employed by the university, the department head will remove the I upon completion of the stated requirements. In extenuating circumstances, students should refer to the “Academic Appeals Procedure” section in The Record.

* See Graduate Catalog for the graduate level grading system.

Student Evaluation of Course:
Student course evaluations are accessed through your Catamount email. The course evaluation is completely external to the course and the instructor has no control of access or availability. Instructors cannot view student evaluations until after final grades are submitted. All student submissions are anonymous and are used to improve instruction and materials. It is very important that you complete the evaluation.

Additional Help for Students:
The Writing and Learning Commons (WaLC), now located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring, and online writing and learning resources for all students. Call 828-227-7197 for writing appointments and 828-227-2274 for course tutoring. Visit the website, http://walc.wcu.edu, for additional resources, hours of operation, and appointment information. All tutoring sessions take place in the WaLC or in designated classrooms on campus. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and WaLC’s online resources.

The Mathematics Tutoring Center in 455 Stillwell provides drop-in tutoring for math and computer science. Students who need help with software, technology, or eBriefcase support should visit ClassTIPS on the ground floor of Hunter Library in the Technology Commons. Class TIPS provides support to students via one-on-one appointments, walk-ups, workshops, and online tutorials.
Instructor: Georganna Cogburn Adams, MS, RD, LDN, IBCLC, RLC

Preferred Method of Contact: ecadams@wcu.edu (expect a response in 36 hours except on the weekends)

Phone: 828-450-1223
Office Hours: By appointment and contact will be via telephone or e-mail

I. Rationale/Purpose
This 3 credit hour graduate level course will focus on evidence-based nutrition research and its application to different life stages, specifically preconception health, pregnancy, lactation, infancy, toddler and preschool years, middle childhood and adolescence. The students will use critical thinking and problem-solving skills to apply evidence-based research to improving health at stages of the life cycle. The course will also explore nutrition interventions for special health care needs at different stages of the lifecycle.

II. Course Aims and Objectives:
At the completion of this course, students will be able to apply current research to their daily practice working with the maternal, infant, child and adolescent populations in a variety of settings.

Specific Learning Objectives:
By the end of this course, students will be able to:

1. Demonstrate the ability to locate, analyze, synthesize and evaluate current nutrition research.
2. Complete an analysis of current evidence-based research using the Evidence Analysis Library.
3. Present analysis of research via and oral presentation and be able to defend their conclusions related to the research.
4. Use critical thinking skills to apply current evidence-based research to real life clinical scenarios.
5. Choose communication techniques appropriate to convey nutrition concepts related to lifecycle nutrition to peers.
6. Relate the impact of lifestyle behaviors and nutrition practices on preconception health, pregnancy, and fetal development.
7. Compare and contrast actual infant feeding practices with recommended guidelines.
8. Differentiate between normal nutrition and medical nutrition therapy for disease conditions in children and adolescents.
9. Develop appropriate nutrition care plans for individuals in the life stages of preconception, pregnancy, infancy, childhood and adolescence.
10. Demonstrate an excitement for and love of learning

WCU's Quality Enhancement Plan (QEP) Goals:
WCU has identified a set of core skills and behaviors (outcomes) that are central to a student's development as an integrated, intentional learner. These core expectations include the ability to:

1. Integrate information from a variety of contexts—Students will make connections between personal interest and abilities, Liberal Studies, programs of study, general electives, and experiential learning opportunities and other co-curricular activities; and relate the implications/value of these connections to "real world" scenarios.
2. Solve complex problems – Students will identify the dimensions of complex issues or problems; analyze and evaluate multiple sources of information/data; apply knowledge and decision-making processes to new questions or issues; and reflect on the implications of their solution/decision.

3. Communicate effectively and responsibly – Students will convey complex information in a variety of formats and contexts; identify intended audience and communicate appropriately and respectfully.

4. Practice civic engagement – Students will identify their roles and responsibilities as engaged citizens by considering public policies that affect their choices and actions; by recognizing commonalities and interdependence of diverse views/values; and by acting responsibly to positively affect public policy.

5. Clarify and act on purpose and values – Students will examine the values that influence their own decision-making processes; take responsibility for their own learning and development in a manner consistent with academic integrity and their own goals and aspirations; intentionally use knowledge gained from learning experiences to make informed judgments about their future plans; and bring those plans into action.

In accordance with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) – 2012 Core Knowledge for the Registered Dietitian (KRD), ND 630 contributes to the following ACEND requirements:

Core Knowledge and Competencies for the RD:

1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice

Knowledge
KRD 1.1
The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence based practice.

Competencies
Upon completion of the program, graduates are able to:

   CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetic practice.

   CRD 1.4 Evaluate emerging research for application in dietetics practice.

   CRD 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis.

2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

Knowledge
KRD 2.1
The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Students must be able to demonstrate effective and professional oral and written communication and documentation.)

Competencies
Upon completion of the program, graduates are able to:

   CRD 2.2 Demonstrate professional writing skills in preparing professional communications.

   CRD 2.3 Design, implement and evaluate presentations to a target audience.

   CRD 2.5 Demonstrate active participation, teamwork and contributions to group settings.
Knowledge

KRD 3.1
The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KRD 3.2
The curriculum must include the role of the environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

Competencies

Upon completion of the program, graduates are able to:

CRD 3.1 Perform Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
   a. Assess nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.
   b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.
   c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establish goals and selecting and managing intervention.
   d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.
   e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by practice settings.

III. Course Materials

Required Text:

· Other required readings will be posted on the Course Calendar and on Blackboard.

Course Readings, Websites and Supplemental Materials:
Please read assigned chapters in the text. Outside readings and online multimedia may also be assigned (see the Course Schedule and Bb). Supplemental materials will be available in Bb. See course schedule for due dates and more information.

Course & Computer Requirements:
This course is completely online. It requires that you have high speed Internet access and a working computer. You will need to download Acrobat Reader, the latest version of Java and Antivirus Software (if you do not already have the latest versions) from http://www.wcu.edu/academics/campus-academic-resources/it/det-help/technology-commons/training/software.asp

If your computer and your back-up computer are not working, you may complete your assignments in one of the computer labs on campus (located in Hunter Library and Forsyth) or at Biltmore Park. IT assistance is available on Tuesdays at Biltmore Park.
You will need a headset with microphone (smartphone with headphones with a mic will also work) for Go To Meeting sessions. For computer systems requirements for Go To Meeting, go to the following website http://www.wcu.edu/academics/campus-academic-resources/it/itservices/email-calendaring-collaboration/gotomeeting.asp

It is the student's responsibility to maintain access to Bb and their Western Carolina University (WCU) email account throughout the entire semester. For assistance, contact IT Services Help Desk at 828-227-7487 or 1-866-828-7487 (toll free) or find more information at the Division of Information Technology at http://www.wcu.edu/academics/campus-academic-resources/it/index.asp

IV. Faculty Expectations of Students/Course Policies

Academic Integrity Policy
Western Carolina University Community Creed
I will practice personal and academic integrity
I will RESPECT the dignity and rights of all persons
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I will engage myself in the arts, culture, and intellectual life of the University
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Western Carolina University (WCU) strives to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. Any violation of the Academic Integrity Policy is a violation of the Code of Student Conduct (see dscw.wcu.edu for more information).

Violations of the Academic Integrity Policy include:
- Cheating - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
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- Fabrication - Creating and/or falsifying information or citation in any academic exercise.
- Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Faculty members have the right to determine the appropriate sanction(s) for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course. Students will be notified, in writing, of any Academic Integrity Policy allegation and have the right to respond to the allegation. The full text of the WCU Academic Integrity Policy, Process, and the Faculty Reporting Form can be found online at: academicintegrity.wcu.edu.

Please visit studysmart.wcu.edu for further information.

Attendance Policy
To "attend" an online class, you must actively participate. For the most part, the class is asynchronous (not "live online"). In other words, you do not have to be sitting at your computer at certain times. Students will mostly login and work on readings and assignments at their convenience, while keeping up with deadlines. Students should understand that they are responsible for the academic consequences of non-participation. For extended illnesses, accidents, or other extenuating circumstances, please contact the instructor as soon as possible.
- Refer to the WCU Graduate School Policy on Course Attendance. http://catalog.wcu.edu/content.php?catoid=32&navoid=700#Attend
• All assignments will be due to Bb by 11:59 PM on the date posted on the Course Calendar. Any late assignments will be counted as non-class participation for that week, unless previous arrangements have been made with the instructor.
• Participation in discussions posted on Bb is also counted as class participation and attendance. Failure to participate in discussions will count as non-class participation.
• Participation in the Go-To-Meeting one time per month is expected. Failure to participate in the face-to-face on-line class will count as non-participation in class for that week.
• On-line courses will not be cancelled in the case of inclement weather unless there is a problem with the server.
• All students are encouraged in participate in the on-line course evaluations.

Late Assignments:
All assignments are due on the dates noted on the course schedule/calendar and on Bb when new assignments are added. Assignments should be submitted by the deadline indicated on the course schedule and Bb assignment area. Assignments can be submitted late for half credit. For extenuating circumstances and illness, please contact the instructor as soon as possible.

Communication for On-line Courses:
A core expectation of WCU's Quality Enhancement Plan (QEP) is that students will communicate effectively and responsibly. Students will convey complex information in a variety of formats and contexts; identify intended audiences and communicate appropriately and respectfully. The ability to communicate effectively and respectfully is crucial to the success of an on-line course.
• Adhere to the same standards of behavior online that you follow in real life. Be ethical in your interactions with your classmates. Treat them in the same manner that you would like to be treated.
• Be respectful of your other classmates time and bandwith when posting comments to the discussion board. Keep your post on target and relevant to the topic.
• Make yourself look good online. Check your spelling of your post prior to posting. Avoid using all capital letters, it makes it appear as if you are screaming at the rest of the class. Check your post for proper punctuation and grammar as you would any written project.
• Share the expert knowledge which you have learned through your study of nutrition and accumulation of life experiences in a polite and respectful manner. We all come from different backgrounds with different life experiences.
• Keep your written communications focused. When sending an e-mail, the subject line should communicate the subject of the e-mail.
• Refer to this website for assistance and guidance for working with an online course. http://www.wcu.edu/Orientation_Handout_RG_2.pdf. This document will outline for you skills that will make an online course easier to navigate.

Course Organization:
The course is organized in 5 modules on Bb: Course Introduction, Preconception Health and Pregnancy, Infant Nutrition and Lactation, Toddler and School-Aged Children, Adolescence. Click on each module to access the materials for that module. Consult the Course Schedule for important information and due dates. The instructor will also send notices to all students regarding assignment specifics and any additional assignments related to the module.

• General Guidance for Assignments: It is strongly encouraged that you make a folder on your computer or flash drive for this course. Save all assignments for this course in this folder. Type your assignments in a word processing program (such as Microsoft Word) and save it to your computer or flash drive in this folder. The assignment can then be uploaded from your computer to the Bb assignment area.
• Naming Documents: Documents to be uploaded into Bb assignments are to be named using the following format: Student Last Name,First Name_Assignment Date. For example: Doe, Jane_CF Case Study 11/19/14. Also include your first and last name and the date on the assignment itself in the top right hand corner.
• **Writing Style:** All assignments must follow sound grammatical principles. Use American Psychological

Office of Disability Services

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

Student Support Services

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

Writing and Learning Commons (WaLC)

Electronic format (with hyperlinks):

The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC's online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select "Biltmore Park Writing Tutoring" for availabilities.

• (APA) documentation style for all assignments. See “Research and Documentation” on the Writing Center’s web page at: http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/writing-support/research-and-documentation/index.asp for more information about documentation styles. The following may also be helpful: http://www.wcu.edu/WebFiles/PDFs/APA-Citation-Resource.pdf

Another excellent resource is Purdue's Online Writing Lab, available at: http://owl.english.purdue.edu/resource/560/1/

Red Zone Campaign–Syllabi Statement

Western Carolina University supports its campus community members in their right to healthy, happy, consensual relationships and is dedicated to developing a culture of respect and non-violence. Early in the first and second year at college, students enter the “Red Zone,” where they are more at-risk for unwanted sexual experiences on college campuses. And, according to NCHA 2013 data, 16.0% of WCU men and women indicated being in an emotionally, physically, or sexually abusive relationship in the past 12 months. As a result, the Red Zone Campaign encourages and empowers students, faculty, and staff to develop an open dialogue on the dangers of sexual violence and to speak up when they see violent behavior occurring.

If you notice red flags in yours or a friend's relationship, are experiencing violence or have in the past, you have a number of resources available to you:
- Counseling and Psychological Services (828.227.7469 or counselingcenter.wcu.edu)
- REACH of Macon County services in Jackson County (828.586.8969 or www.reachofmaconcounty.org)
- To report a crime, please contact University Police at 828.227.8911 (Emergency line).
- For more information, please visit redzone.wcu.edu or contact Sarah Carter at sacarter@wcu.edu.

V. Grading Procedures:
The following table describes assignments, approximate points, and how each assignment fits into WCU's QEP. A description of each method of evaluation is described below. This course follows a total points’ system. To calculate your grade, add all your earned points, divide by the total possible points and multiply by 100. Your grades are recorded in Bb and can be accessed at any time.

<table>
<thead>
<tr>
<th>Evaluation Type/ Assessment</th>
<th>Approximate Points</th>
<th>Course Objective</th>
<th>ACEND Knowledge Requirements for the RD</th>
<th>QEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project Using Evidence Analysis Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 1: Formulate Evidence Analysis Question</td>
<td>500 points</td>
<td>1, 2</td>
<td>KRD 1.1</td>
<td>2, 3</td>
</tr>
<tr>
<td>Step 2: Gather and Classify Evidence</td>
<td>100 points</td>
<td></td>
<td>CRD 1.2</td>
<td></td>
</tr>
<tr>
<td>Step 3: Critically Appraise Each Article</td>
<td>100 points</td>
<td></td>
<td>CRD 1.4</td>
<td></td>
</tr>
<tr>
<td>Step 4: Summarize Evidence</td>
<td>100 points</td>
<td></td>
<td>CRD 1.5</td>
<td></td>
</tr>
<tr>
<td>Step 5: Write and Grade the Conclusion Statement</td>
<td>100 points</td>
<td>3</td>
<td>KRD 2.1</td>
<td>1, 3</td>
</tr>
<tr>
<td>Presentation of Research to Class</td>
<td></td>
<td></td>
<td>CRD 2.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CRD 2.3</td>
<td></td>
</tr>
</tbody>
</table>
Participation in Discussion Boards
Class Assignments
Self-Introduction
Syllabus Activity
Research Project Overview Activity
Weekly Case Studies and Application Activities
Weekly Discussion Board

40 points maximum per week

Total Points 1200 points

All grades can be accessed by clicking on grades in Bb.
Letter grades will be assigned according to the following:

**Grading and Quality Point System**

The grades which may be assigned to graduate credit courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points Per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90 -100)</td>
<td>Superior</td>
<td>4</td>
</tr>
<tr>
<td>B (80 - 89)</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C (70 - 79)</td>
<td>Passing</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>-</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>-</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>-</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>-</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
</tbody>
</table>

**Graduate School Grading Policy:**
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of admission will also be dismissed from the Graduate School.

**Composition-Condition Marks:**
A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades
prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures. [http://www.wcu.edu/academics](http://www.wcu.edu/academics)

**Student Evaluation of Course:**
Students will access the course evaluations with their Catamount email username. The course evaluation is completely external to the course and the instructor has no control over access or availability. Instructors cannot view student evaluations until after final grades are submitted. All student submissions are anonymous and used to improve instruction and materials. It is very important that you complete this evaluation. Course Evaluations will be open from November 8, 2014 to December 6, 2014.

**VIII. Tentative Course Schedule**
See separate document.

**IX. Resources**

*Research and Instruction Librarian/Liaison to the Health Professions*
Ann Hallyburton, MSLS, MPH, AHIP  
Research and Instruction Librarian/Liaison to Health and Human Sciences  
Hunter Library, Western Carolina University  
Cullowhee, NC 28723  
ahallyb@wcu.edu  
1-866-928-5424  
[http://researchguides.wcu.edu/hhs](http://researchguides.wcu.edu/hhs)

*Blackboard Technical Assistance*
Blackboard Toll Free Telephone Support: 1-866-374-8144

*IT Services Help Desk*
All login and technical problems should be reported to IT Services Help Desk: 828-227-7487  
Toll Free: 1-866-928-7487 (866-WCU-7ITS) and email: itshelp@email.wcu.edu

*Class Tips*
Class Tips provides software training for students through individual training, classes and workshops. Online tutorials are available on a variety of topics including Bb, ADOBE and Photoshop. Class TIPS is located on the ground floor of Hunter Library in the Technology Commons.  
[http://www.wcu.edu/27291.asp](http://www.wcu.edu/27291.asp)

*WCU PAW Print*
Paw Print User Guide link for printing, copying, scanning and faxing at WCU’s Cullowhee and Biltmore Park Campus. Need help? Call 828-227-7487 Monday-Friday 8am - 5pm  
ND 633 Community Nutrition
Summer 2012

Instructor: April Tallant, PhD, RD, LDN
Office Location: Moore 135; probably 108 CHHS Building on West Campus after July 16th.
Email: I can be contacted anytime at: atallant@email.wcu.edu
Online Office Hours: *I am online throughout the day on most weekdays. Please email me and I will get back to you very soon. I will not be on campus everyday during the summer. Please email me if you need an appointment so arrangements can be made.

Catalog Description: Provide an understanding of the role nutrition plays in improving the quality of life with emphasis placed on relationships between research and nutrition recommendations.

I. Rationale/Purpose

This community nutrition course provides health care professionals with an understanding of nutrition in the United States and the role that nutrition plays in improving quality of life. Emphasis is placed on evidence-based nutrition research the relationship between research and nutrition recommendations, program planning and nutrition services planning from an epidemiological perspective. The course takes a comprehensive approach for providing community-based services that emphasizes primary, secondary and tertiary prevention.

II. Course Aims and Objectives:

By the end of this course, students will be able to:

1. Explain the role of epidemiological methods in public health and community nutrition.
2. Identify major nutrition related objectives for the nation from Healthy People 2020 and groups at high risk for major chronic diseases.
3. Describe the roles and skills needed by and work settings and collaborators of community nutrition professionals.
4. Describe the major recommendations from US food guidance systems and the associated health benefits attributed to the recommendations.
5. Describe the relationship between social, environmental, economical and biological factors to illness and health inequities.
6. Demonstrate technology skills including engagement in online discussion boards and using Go To Meeting to communicate with instructor and peers.
7. Apply the nutrition care process model to community nutrition case studies.
8. Analyze community nutrition and health data from various reliable sources.
9. Write a literature review using select peer-reviewed articles accessed from the Academy of Nutrition and Dietetics evidence anlysis library and reputable databases.
10. Design a nutrition or health-related clinic proposal using community health assessment data, evidence from the literature and stakeholder input.
11. Defend their own nutrition or health-related clinic proposal via oral presentation.
WCU's Quality Enhancement Plan (QEP) Goals:

1. Integrate information from a variety of sources — Students will make connections between personal interest and abilities, Liberal Studies, programs of study, general electives, and experiential learning opportunities and other co-curricular activities; and related the implications/value of these connections to "real world" scenarios.

2. Solve complex problems — Students will identify the dimensions of complex issues or problems; analyze and evaluate multiple sources of information/data; apply knowledge and decision-making processes to new questions or issues; and reflect on the implications of their solution/decision.

3. Communicate effectively and responsibly — Students will convey complex information a variety of formats and contexts; identify intended audience and communicate appropriately and respectfully.

4. Practice civic engagement — Students will identify their roles and responsibilities as engaged citizens by considering public policies that affect their choices and actions; by recognizing commonalities and interdependence of diverse views/values; and by acting responsibly to positively affect public policy.

5. Clarify and act on purpose and values — Students will examine the values that influence their own decision-making processes; take responsibility for their own learning and development in a manner consistent with academic integrity and their own goals and aspirations; intentionally use knowledge gained from learning experiences to make informed judgments about their future plans; and bring those plan into action.

In accordance with Accreditation Council for Education in Nutrition and Dietetics (ACEND), ND 633 meets the following 2012 Competencies for the Registered Dietitian, available at: http://www.eatright.org/ACEND/content.aspx?id=7877:

1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice

   CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives

   CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

   CRD 1.3 Justify programs, products, services and care using appropriate evidence or data

   CRD 1.4 Evaluate emerging research for application in dietetics practice

2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

   CRD 2.2 Demonstrate professional writing skills in preparing professional communications (Guidance: examples include research manuscripts, project proposals, education materials, policies and procedures)

   CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings
3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

CRD 3.2 Demonstrate effective communications skills in a variety of formats (Guidance: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing)

4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

CRD 4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data

CRD 4.9 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies

This course intends to meet the following areas of responsibilities and competencies of Health Education Specialists available at: http://www.nche.org/credentialing/responsibilities/

Area of Responsibility I: Assess needs, assets and capacity for health
COMPETENCY 1.1: Plan assessment process
COMPETENCY 1.2: Access existing information and data related to health
COMPETENCY 1.3: Collect quantitative and/or Qualitative Data Related to Health
COMPETENCY 1.4: Examine relationships among behavioral, environmental and genetic factors that enhance or compromise health
COMPETENCY 1.7: Infer needs for health education based on assessment findings

Area of Responsibility II: Plan health education
COMPETENCY 2.1: Involve priority populations and other stakeholders in the planning process
COMPETENCY 2.2: Develop goals and objectives
COMPETENCY 2.4: Develop a scope and sequence for the delivery of health education
COMPETENCY 2.5: Address factors that affect implementation

Area of Responsibility IV: Conduct evaluation and research related to health education
COMPETENCY 4.1: Develop evaluation/research plan

Area of Responsibility VII: Communicate and advocate for health and health education
COMPETENCY 7.1: Assess and prioritize health information and advocacy needs

Reference
I. Rationale/Purpose

This course focuses on how to design, deliver, and evaluate nutrition education interventions and programs. A stepwise procedural model is used to learn how behavioral theory is translated into educational objectives and theory-based strategies and then into practical ways to implement the strategies. Students will utilize the knowledge and skills from the course to create a nutrition education intervention using multiple evidence-based channels.

II. Course Aims and Objectives

By the end of this course, students will be able to:

1. Describe a conceptual framework for theory-based nutrition education.
2. Explain how nutrition educators can address environmental factors and policies that influence people’s food choices.
3. Explain constructs of various behavior change theories.
4. Demonstrate oral communication skills in conducting their final presentation to peers.
5. Analyze issues and needs of a target population in order to set program behavioral goals.
6. Evaluate personal and environmental mediators of change for a target population.
7. Select a theory and philosophy for a nutrition education program for a target audience.
8. Evaluate their own nutrition education competencies at the beginning and end of the course.
9. Translate behavioral theory into educational support objectives.
10. Design activities to serve as mediators for a target group to promote positive nutrition behavior change.
11. Construct an evidence-based and theory-based nutrition education program.

In accordance with Accreditation Council for Education in Nutrition and Dietetics (ACEND), ND 635 meets the following 2012 Competencies for the Registered Dietitian, available at: http://www.eatright.org/ACEND/content.aspx?id=7877:
1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice

Upon completion of this course, graduates are able to:
1.3 Justify programs, products, services and care using appropriate evidence or data
1.4 Evaluate emerging research for application in dietetics practice

III. Course Materials

Required Text:

Please read the textbook chapters. Reading is vital to your understanding and application of course content.

Textbook companion website: http://nutrition.jbpub.com/education/2e/

Practice quizzes are available at: http://nutrition.jbpub.com/education/practice_quizzes.cfm
Note: This is an older version, but the content is still essentially the same.

Course Readings, Websites and Supplemental Materials:
Please read text and supplemental materials (if applicable and posted on Bb) related to the topic of study for each week.

Course & Computer Requirements:
This course is conducted completely online using Bb. It requires that you have regular Internet access and a working computer. You will need to download Acrobat Reader, the latest version of Java, and Antivirus software (if you do not already have the latest versions) from http://www.wcu.edu/10608.asp. You will need a headset with microphone for Go To Meeting session to be held at the end of the semester. For information about Go To Meeting, see https://wcu.blackboard.com/bbcswebdav/institution/public/GoToMeeting.html. It is the student’s responsibility to maintain access to Bb and their Western Carolina University (WCU) email account throughout the entire semester. For assistance, contact IT Services Help Desk at 828-227-7487 or 1-866-928-7487 (toll free) or find more information at the Division of Information Technology at http://www.wcu.edu/10582.asp.

Course Organization:
The course is organized by week on Bb. Click on each week’s folder to access course materials for that week. Be sure to consult the course schedule for important information and deadlines. Please check Bb announcements regularly for information and possible schedule changes.
Communication Requirements:
The University's Quality Enhancement Plan outlines a core expectation with regard to
communication: Students will have the ability to communicate effectively and responsibly. In
keeping with the philosophy of professionalism in the School of Health Sciences, I request
that your communications regarding this course be professional in nature. All emails should
contain an appropriate salutation, college level grammar and spelling, a closing, and your full
name and contact information. Email that does not meet these professional standards will
be returned, unread, for you to revise and re-submit. All appropriate messages that meet
these criteria will receive a response within 48 hours on a weekday. If you send a message
and have not heard back within 48 hours on a weekday, then please send another message.
If you send messages over the weekend, expect a message on Monday.

IV. Faculty Expectations of Students/Course Policies

Western Carolina University Community Creed
I will practice personal and academic INTEGRITY
I will RESPECT the dignity and rights of all persons
I will demonstrate concern for others and live up to my community RESPONSIBILITIES
I will ENGAGE myself in the arts, culture, and intellectual life of the University
I will celebrate and take PRIDE in Western Carolina University

Student Behavior:
Please follow the University Student Code of Conduct, available at:
http://www.wcu.edu/24861.asp and all policies and procedures of the university. Please
communicate civilly and respectfully with your peers and your instructor. Disagreements
may occur when discussing topics, but should be handled appropriately by each student,
showing respect for differing opinions.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for
students with documented disabilities. Students who require disability services or reasonable
accommodations must identify themselves as having a disability and provide current
diagnostic documentation to Disability Services. All information is confidential. Please
contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

To receive academic accommodations for this class, students must be registered with the
office of Student Support Services. If you qualify, Student Support Services will provide you
with a letter. The letter received from Student Support Services should be presented as
documentation to the instructor as early in the semester as possible.

Statement on Academic Integrity (including plagiarism):
Western Carolina University, as a community of scholarship, is also a community of honor.
Faculty, staff, administrators, and students work together to achieve the highest standards
of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina.
University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. Fabrication—intentional falsification of information or citation in an academic exercise.

c. Plagiarism—intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. Facilitation of Academic Dishonesty—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of F in the course. Within 5 calendar days of the event the instructor will inform his/her department head and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction. Please see the Student Handbook for additional information.

WCU instructors reserve the right to use plagiarism prevention software and/or Internet search engines to determine whether or not student papers have been plagiarized. With plagiarism prevention software, instructors may upload student papers into a searchable database or teach students how to upload their own work as part of the course requirements.

Attendance Policy:
To “attend” an online class, you must actively participate. With one exception, this course is asynchronous (not “live online”). In other words, you do not have to be sitting at your computer at certain times. Students should understand that they are responsible for the academic consequences of non-participation. For extended illnesses, accidents, or other extenuating circumstances, please contact the instructor as soon as possible. The inclement weather policy is available at: http://www.wcu.edu/weather/. If weather disrupts your class participation (online access, etc.), please notify the instructor as soon as possible. There will be one required “live” sessions using Go To Meeting (GTM) for final presentations at the end of the semester. Every effort will be made to make the session as convenient as possible given varying schedules.

V. Grading Procedures:
The following table describes assignments, approximate points, and how each assignment fits into the course objectives and ACEND Competencies. A description of each method of evaluation is described below. This course follows a total points’ system. To calculate your grade, add all your earned points, divide by the total possible points and multiply by 100. Access your grades in Bb.
<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Approximate Point Value</th>
<th>Course Objectives</th>
<th>ACEND Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessments (2 @ 10 points)</td>
<td>20</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Discussions (2 @ 15 points)</td>
<td>30</td>
<td>1, 2, 3</td>
<td>-</td>
</tr>
<tr>
<td>Case Study Worksheets (8 @ 20 points)</td>
<td>160</td>
<td>5, 6, 7, 9, 10, 11</td>
<td>1.3, 1.4</td>
</tr>
<tr>
<td>Theory-based Nutrition Education Program Plan Presentation</td>
<td>50</td>
<td>4, 5, 6, 7, 9, 10, 11</td>
<td>1.3, 1.4</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Strategy:**
This is a graduate course conducted online. It is essential that you complete readings and assignments to maximize your learning. Powerpoints that came with the book will be posted to aid you as you read/supplement your reading. In part I of the text, the reading provides you with foundation information necessary to complete the case study worksheets and theory-based nutrition education program plan presentation. The application component of the course for part I is online Bb discussions. In part II of the text, you are guided through the systematic process of developing nutrition education programs. The application component for part II of the course is completing case study worksheets. A final synthesis activity is included at the end of the semester where students present their final nutrition education program plans.

**General Information about Assignments:**
Please follow these instructions. Make a folder on your computer and/or a flash drive for this class. Save all assignments in this folder. Type your assignments in a word processing program (such as Microsoft Word) and save it to your computer or flash drive in this folder. Back up your work. If you have the copy on your computer as instructed, if you get kicked offline, you do not lose all of your work! You will always have an intact copy. Students who plan to do a dietetic internship are highly encouraged to keep an electronic archive of all of their work as it may be possible to apply work from this course to dietetic internship requirements.

**Late Assignment Policy:**
The due dates for assignments are noted on the course schedule. Assignments should be submitted by the deadline indicated on the course schedule. Assignments can be submitted up to 48 hours late for half credit. For extenuating circumstances and illness, please contact the instructor as soon as possible, preferably by email.

**Naming Documents:**
Documents to be uploaded into Bb assignments are to be named using the following format: Student Last Name_Assignment. For example, for Jane Doe's Case Study Chapter 9 she might name her document as follows: Doe_Ch9CaseStudy. Also include your first and last name on the assignment itself (top right corner works well) in case I print them off.

Writing Style:
All assignments must follow sound grammatical principles. Use American Psychological Association (APA) documentation style for all assignments. See “Research and Documentation” on the Writing Center’s web page at: http://www.wcu.edu/11665.asp for more information about documentation styles. Purdue Online Writing Lab (OWL) is also useful.

Specific Assignments:

Self Introduction:
Students are asked to introduce themselves in the discussion board in Bb by the end of the first week of class.

Self-Assessments:
The Society for Nutrition Education has adopted a list of competencies that nutrition education specialists should have. Students will rate their perception of their proficiency for each competency at the beginning and at the end of the semester.

Discussions:
Students will discuss class topics in the discussion board in Bb. Access discussions by clicking on “Discussion Board” on the left-hand side of the screen, then post your discussion point under the appropriate topic for that period by the deadline indicated on the course schedule. Students are expected to offer thoughtful, meaningful communication for each discussion and to comment on other student comments. In other words, you not only need to post your comments, but you need to read the comments of your peers and comment on those as well. Grades will be assigned based on how well your discussions meet the following criteria:

Discover/Initial Discussion Point
Did you answer/address the discussion question(s)/prompt(s)? I am looking for evidence that students have read the assigned readings and for original posts that completely respond to the prompts. Can your instructor and peers clearly see which question your are answering? You can show that you have read the assigned readings by referring back to the readings in your post, quoting from (and possibly even citing) the reading, and using the vocabulary from the reading. References should be listed below your discovery point, including the required reading (text and possibly supplemental articles) and your reliable outside source (see dig/investigate below). All sentences should be complete sentences that stand on their own. Re-read your post to be sure that you have answered the question(s).
Dialogue/Follow-Up Postings

You should check in on discussions often, reading the comments of your peers. The discussion board is about holding conversations and it is a two-way street. Keep in mind that you can make more thoughtful comments if you have done the reading. Respond (follow up) to your classmates’ discussion points. Your responses should be thoughtful, well thought-out, professional and civil. If you disagree with a student comment, you may say so but be civil in your responses. Please avoid one-liners such as “I agree,” or comments such as, “that article is crazy.” It is fine if you agree, or if you think something is crazy, but you should elaborate on why you believe that is the case. Good follow-up means you generate discussion through a unique observation, disagreeing and providing references to support your different view, or agreeing and adding to the evidence with commentary and references.

Spelling, Grammar and Discussion Ownership

Points will be deducted for misspelled words and grammatical errors. Everything written in the discussion post should either be your words, someone else’s words (quoted and cited), or someone else’s words paraphrased and cited. Points will also be deducted for heavy reliance on quotes. I am much more interested in your thoughts!

Case Study Worksheets:

The case study worksheets in part II of the text allow you to develop your own nutrition education program using the stepwise procedure system that provides the framework for the text. The case study worksheets allow for practical application of the chapter content. Your completed case study worksheets serve as the substance of your theory-based nutrition education program plan. You will work in small groups to complete the worksheets and design your theory-based nutrition education plan. Access the worksheets online at http://nutrition.jspub.com/education/2e and click on worksheets.

Presentation:

Each small group will present your theory-based nutrition education program plan to the class near the end of the semester. Presentations will be done using go to meeting. The instructor will provide specific criteria for the presentation.

Why small groups? There are many reasons, but mainly because nutrition education planning should never be done alone!

Letter grades will be assigned according to the following:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 93-100</td>
<td></td>
</tr>
<tr>
<td>B = 85-92</td>
<td></td>
</tr>
<tr>
<td>C = 77-84</td>
<td></td>
</tr>
<tr>
<td>F = Less than 77</td>
<td></td>
</tr>
</tbody>
</table>
VI. Student Evaluation of Course

Student course evaluations are accessed through your Catamount email and will be open near the end of the semester. I will also notify you when the course evaluation period arrives. The course evaluation is completely external to the course and the instructor has no control over access or availability. Instructors cannot view student evaluations until after final grades are submitted. All student submissions are anonymous and used to improve instruction and materials. It is very important that you complete this evaluation.

VIII. Additional Support for Students

The University Writing and Learning Commons (WaLC) wants to help you succeed in all your writing assignments. To schedule an appointment with a trained graduate assistant, call 227-7197. Bring to your appointment everything pertinent to your paper (especially a copy of your assignment), as well as your best double-spaced draft. Spell-check the document BEFORE you visit, so your tutor won’t spend unnecessary time catching typos you could have caught yourself. If you’re working on a group project, notify our receptionist when you make the appointment and include all group members. Visit the Writing Center at http://www.wcu.edu/11545.asp to learn more about preparing for a successful appointment and to access our extensive writing resources.

SmartThinking provides online academic support for distance education and Asheville Program students. Access the SmartThinking website at: http://www.wcu.edu/12136.asp.

I encourage you to serve as peer support for one another and engage in constant dialogue with others in the class, even the students who are not in your group. I encourage you to read each other’s case study worksheets and give each other feedback before turning them in to me. I encourage a culture of peer learning and support in this class. If I can assist by setting up collaboration tools in Bb, please let me know how I can help.
COURSE NUMBER AND TITLE: ND 639 Vitamins and Minerals

COURSE DESCRIPTION: Digestion, absorption, and metabolism of vitamins and minerals.
PREQ: Permission of the instructor.

CREDIT HOURS: 3 (lecture).

CLASS TIMES: This course will be a hybrid that will include face-to-face lectures, Wimba, and discussions with self-directed online research. Online postings and written discussions will be included. The face-to-face or Wimba sessions will be on Wednesdays from 6:00 to 8:30. The Fridays are: January 16, February 6, March 13, April 3, and May 1.

LOCATION: Balsam 6 A MAHEC, Asheville

INSTRUCTOR: Wayne E. Billon, PhD, RD, LDN

OFFICE: 130 Moore

PHONE: 227-3528

E-MAIL: billon@wcu.edu

OFFICE HOURS: 10:00 – 11:00 M; 1:00 – 2:00 W; 9:30 – 12:30 R; or by appointment.

COURSE OBJECTIVES: Upon completion of ND 639 the student will:
1. Know the requirements, deficiencies, and toxicities of the vitamins and minerals studied.
2. Evaluate the literature as to recent recommendations.
3. Understand the relationship of the vitamins and minerals studied to various disease states.
4. Understand the relationship and interactions between the various vitamins and minerals studied.
5. Describe the treatment for the deficiencies/toxicities studied.
6. Know the sources of the vitamins and minerals studied.

TEXT: None required. Current literature will be used.

SUPPLEMENTARY MATERIALS:

**EVALUATION:**
- Monthly Exams (4 @ 50 points each) 200 points
- Final Exam 100 points
- Monthly postings (4 @ 100 pts ea) 400 points
- Online discussions (12 @ 10 pts ea) 120 points
- Wimba discussions (4 @ 10 pts ea) 40 points
- **Total** 860 points

**GRADING SCALE:**
- A 93 - 100%
- B 84 - 92%
- C 74 - 84%
- F < 74

**BEST METHOD OF COMMUNICATION: WE WILL BE USING BLACKBOARD.**
1. Western e-mail
2. Office phone

**BlackBoard TECHNICAL ASSISTANCE:**
IT Services Help Desk
828-227-7487
1-866-928-7487 (toll free)
itshelp@email.wcu.edu

**ACADEMIC HONESTY POLICY:**
Academic honesty policy is defined in detail in the Student Handbook. "Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity." It includes cheating, fabrication, *plagiarism*, and facilitation of academic dishonesty. Cheating will not be tolerated. Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." Facilitation of academic dishonesty is defined as "intentionally or knowingly allowing another to copy information during an examination or other academic exercise." Penalties for a first offense may include a final grade of "F" or suspension from the university.

**COURSE INFORMATION:**
**CLASS PREPARATION/ PARTICIPATION:**
You are expected to review material from previous courses in order to apply what you already know to the topic being discussed. Reviewing the topic in a basic text first will help you to understand the advanced material.
Exams:
Exams will be a combination of short answer/discussion, circle the correct answer, fill in the blank, true/false, and matching and/or discussion. The number of questions, depending on the exam type, will vary. Exam material will come from the material as described in the class schedule.

Attendance Policies:
The value of what each student gets out of the course will depend on the quality of what each student puts into the course. Each student will be expected to be present at every Wimba session. However, if for some reason a student cannot be present, an archive of the session will be available but the student must post, within a week, a discussion on every discussion that they missed.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu You may also visit the office’s website: disability.wcu.edu

Writing Center:
The Writing and Learning Commons (WaLC)
30 Hunter Library | http://walc.wcu.edu
828.227.2274 | 828.227.7197

The Writing and Learning Commons (WaLC) seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, http://walc.wcu.edu, for additional learning and writing resources, hours of operation, and appointment information. All consultations and tutoring sessions take place in 30 Hunter Library. Distance students should use Smarthinking, an online tutoring service available via Blackboard, and WaLC’s online resources,
School of Health Sciences
MHS Dietetic Internship Program
Biltmore Park, Room 343
10-12, 1:30-3:30 Monday, Wednesday & Friday

Instructor: Sherry Robison MS, RD, LDN
HHSB 105 Office phone number: 227-2659
Preferred method of communication: Email
Primary email address: smrobison@email.wcu.edu

Office Hours: T 2:00-4:00, 6:00-8:00 pm, W 2:00-4:00 pm or by appointment.
You are welcome to stop by during office hours. To avoid waiting, you are encouraged to email an appointment request. Emails will be checked once daily Monday through Friday. Due to a schedule that includes dietetic internship site visits, expect an email response within 36 hours during the work week.

Course Description: Dietetic interns will build upon foundational knowledge, skills and core-competencies in preparation for supervised practice practicums.
PREQ: Admission to WCU Dietetic Internship.

I. Rationale/Purpose: This one-credit course will introduce graduate students in the dietetic internship program to supervised dietetic practice for the clinical practicum. Through integration of lectures, on-line modules, student presentations, case studies, and simulations, students will gain foundational knowledge, skills and core-competence preparation for supervised practice clinical practicum.

II. Course Aims and Objectives

Course Outcomes: In accordance with the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting authority for the Academy of Nutrition and Dietetics (AND), student will acquire skills related to designated 2012 Knowledge Competencies for the Registered Dietitian.

Educational Objectives:

Students will renew familiarity with each step of NCP and understand the concept of standardized language. (CRD 3.1)

Students will demonstrate improved ability to transfer core didactic knowledge to application of the nutrition care process for the clinical practicum setting. (CRD 3.1)

Students will identify effective listening techniques, strengthen negotiation skills, and gain awareness of desirable professional attributes. (CRD 2.11, 2.13, 3.2)

ACEND Core Competencies for the Registered Dietitian:

CRD 3.1 Perform the Nutrition Care Process (a through e below) and use standardized language for individuals, groups, and populations of differing ages and health status, in a variety of settings.

A. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered

B. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements

8.18.14 The instructor reserves the right to change the syllabus
C. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention
D. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
E. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting

CRD 2.11 Demonstrate professional attributes within various organizational cultures (Guidance: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic)

CRD 2.13 Demonstrate negotiation skills (Guidance: Demonstrating negotiation skills includes showing assertiveness when needed while respecting the life experiences, cultural diversity and educational background of the other parties)

CRD 3.2 Demonstrate effective communications skills in a variety of formats (Guidance: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing)

III. Course Materials
Required Texts:
Food-Medication Interactions Handbook 16th or 17th edition by Zaneta M. Pronsky, MS, RD, LDN, FADA Spiral bound: 410 pages. 17th Edition; March 29, 2012 (or as available the latest edition)

Professional websites, journals readings, and articles posted on Blackboard.

Blackboard (Bb) Course Site:
Check Bb regularly, especially announcements, for class updates, supplemental readings, web links, instructor directions, assignment guidelines and other course materials. Login to Bb through www.wcu.edu or https://wcu.blackboard.com

All login and technical problems with Bb should be reported to IT Services Help Desk: 227-7487, Toll Free: 866-928-7487 (866-WCU-7ITS) and e-mail: itshelp@email.wcu.edu

Computer Requirements:
This course requires that you have high speed Internet access and a working computer. You will need to download Acrobat Reader, the latest version of Java, and Antivirus software (if you do not already have the latest versions) from http://www.wcu.edu/106008.asp. If your computer and your back up computer are not working, you may complete your assignments in one of the computer labs on campus (located in Hunter Library and Forsyth) or at Biltmore Park. IT assistance is available on Tuesdays at Biltmore Park.

IV. Faculty Expectations of Students/Course Policies

Western Carolina University Community Creed
I will practice personal and academic INTEGRITY
I will RESPECT the dignity and rights of all persons
I will demonstrate concern for others and live up to my community RESPONSIBILITIES
I will ENGAGE myself in the arts, culture and intellectual life of the University
I will celebrate and take PRIDE in Western Carolina University

Academic Integrity Policy:

8.18.14 The instructor reserves the right to change the syllabus
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction. (Refer to Student Handbook for details related to academic dishonesty offenses.)

**Academic Integrity Policy:** [http://www.wcu.edu/26163.asp](http://www.wcu.edu/26163.asp)

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**Attendance Policy:**

Students are expected to attend all class and activity sessions. Attendance will be checked at the beginning of the class session. Each student is responsible to attend class and be responsible for the academic consequences of absence. Your learning community expects you to be seated for the duration and prepared at the time class begins. Keep in mind that you may miss class activities that will affect your grade. Being late for class will be counted as ½ of an absence. Missing approximately 10% of class meeting times or more constitutes a significant amount of class materials and experience missed and is very difficult, if not impossible, to make up. **Students should expect at least a letter grade deduction for more than 2 unexcused absences.**

See the WCU attendance policy at [http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf](http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf) for more information. For extended illnesses, accidents, or other extenuating circumstances, please contact the instructor as soon as possible. In case of any absence (excused or not excused), students are responsible for all material presented and assigned. Please check the course schedule to see what you missed. Also, check with a classmate for class notes, handouts, etc. If you are absent on the day that the instructor distributes a handout, check Bb for availability. If it is not posted there, it is your responsibility to obtain the handout (and class notes, etc.) from a classmate.

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**Late and/or Makeup Assignments:**

All assignments are due on the dates noted on the syllabus schedule and course shell in Bb. Assignments will be turned in by the designated time in the Blackboard site for the course. To help you practice being responsible, late papers/assignments will be penalized. Your grade will drop 11% for the first day late. If the paper was 100 points, your maximum grade attainable will be an 89 and a B+. An additional 7% will be taken from your final grade on the paper/assignment for each day after the due date. That means if your paper is 2 days late and is a perfect paper, you will not be able to make higher than a B-.

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**Student Behavior and Responsibilities:**

Students are expected to follow the student code of conduct described by Western Carolina University available at [http://www.wcu.edu/24861.asp](http://www.wcu.edu/24861.asp). Disruptive students will be asked to leave the classroom. If you are asked to leave, you must contact the instructor within 24 hours to mitigate the situation. If you do not contact the instructor within 24 hours, disciplinary proceeding may be initiated and deductions to your grade will be made. All students are expected to conduct themselves in a professional, courteous manner and have a positive attitude.
Additionally, all students are expected to abide by the Academy of Nutrition and Dietetics (AND) professional code of ethics and can access at http://www.eatright.org/healthprofessionals/content.aspx?id=6968. All students are expected to actively participate in this course. Active participation requires that students bring relevant course materials to class, complete readings and assignments, and complete activities as detailed in the course schedule in Bb and those announced in class. Active participation requires participation in class discussions, group work, answering questions posed by the instructor, and offering useful and constructive input to group learning activities and instructor and peer presentations. Students who do not read and do homework according to the course schedule will have difficulty doing in-class assignments. Students are expected to wait until class is dismissed before packing up belongings to leave class.

A Note About Devices: You may use your tablets or laptops to type notes or reference course-related articles and website. Refrain from using your laptop or tablet for non-classroom activities. If you are doing anything other than classroom activities, you will be asked to leave class and counted absent. If you carry a cell phone, please turn it off or switch to silent mode and do not engage in texting during class. Ipods, MP3 players, and other electronic devices should be turned off during class.

Inclement Weather Policy:
The inclement weather policy is available at: http://www.wcu.edu/weather/. If inclement weather is a potential issue, check Blackboard for announcements and additional online assignments. Students should use good judgment in commuting during inclement weather.

V. Course Content
Each student is responsible for routinely checking Blackboard for content, announcements, journal articles, assignments, quizzes, reflection/application questions, assignment descriptions, additional readings and course schedule updates. Assignments should be submitted by the due date indicated on the course schedule and Blackboard. Carefully read assignment descriptions in Blackboard to ensure that assignments are submitted as instructed. Assignments should not be emailed or attached unless otherwise instructed.

ND 671 Assignment Expectations:
- All student products are to be submitted in the Bb assignment shell unless otherwise stated. Assignments should be submitted by the due date indicated on the course schedule and Bb. Carefully read assignment descriptions in Bb to ensure that assignments are submitted as instructed. Assignments should not be emailed or attached unless otherwise instructed.
- All written work must reflect graduate level use of appropriate grammar and spelling. Assignments submitted with five or more errors of grammar, spelling, sentence structure or overall organization the assignment will have the grade dropped by 11% of total points. Use your software checks to proof all written work before the assignment document is submitted. If you have difficulty with college-level professional writing, please utilize the resources and services offered by the Writing and Learning Commons in Belk 208, www.wcu.edu/29229.asp
- Use the American Medical Association format for citation style. The format of the Journal of the Academy of Nutrition and Dietetics is based on the 10th edition of the American Medical Association (AMA) Manual of Style. Refer to the Journal website http://www.adajournal.org/authorinfo for specifics under the heading JOURNAL STYLE for more information. An additional reference on AMA style can be located at http://libguides.hsl.washington.edu/ama
- Document should be Microsoft Word using 12 point Arial font.
- Label submitted assignment documents with a header that contains student’s name, course number, assignment or document title, and date of completion. Example: Sherry Robison, ND 671, NDRC Exam Questions, 8-22-14. Assignments submitted without proper labeling will have 1 point deducted from the total possible.
- Name (save) submitted assignments with the naming criteria of assignment title followed by your last name. Example: NDRC_Exam_Questions_Robison. Assignments with multiple document uploads should be reflect the title of the document. Work submitted without proper naming will have 1 point deducted from the total possible.
- Upload assignments in corresponding Blackboard assignment shell. Assignments should be submitted by the due date indicated on the course schedule and assignment description in Blackboard.

8.18.14 The instructor reserves the right to change the syllabus
• Reference the course assignment table and individual assignment descriptions in Bb for assignment details and due dates.

• Assignments will be evaluated based on completeness of content, degree of organization and display of subject matter understanding. Writing skill (sentence/paragraph construction, logically written), grammar, and spelling will also be evaluated.

• Expect assignments to be graded and posted in Bb within five work days of the submission deadline. Example: assignment due on a Friday; assignment will be graded and posted on the following Friday. Students are encouraged to read instructor feedback on all submitted assignments.

**Tentative Evaluation:**

<table>
<thead>
<tr>
<th>ND 671 Orientation to Clinical Practicum Tentative Assignment Table</th>
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</thead>
<tbody>
<tr>
<td>Nutrition Care Process (NCP) Tutorial Hybrid Assignment</td>
</tr>
<tr>
<td>PES Statement Worksheets</td>
</tr>
<tr>
<td>Nutrition and Diagnosis-Related Care Handout &amp; Review</td>
</tr>
<tr>
<td>Nutrition and Diagnosis-Related Care Exam Questions</td>
</tr>
<tr>
<td>Nutrition and Diagnosis-Related Care Exam</td>
</tr>
<tr>
<td>Counseling and Professional Interaction Role Play Scenarios</td>
</tr>
<tr>
<td>Local Food Digital Story</td>
</tr>
<tr>
<td>Participation</td>
</tr>
<tr>
<td>Total:</td>
</tr>
</tbody>
</table>

All grades can be accessed by clicking on "Grades" in Blackboard.
Letter grades will be assigned according to the following:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>534-575</td>
</tr>
<tr>
<td>B</td>
<td>83-92%</td>
<td>477-533</td>
</tr>
<tr>
<td>C</td>
<td>72-82%</td>
<td>414-476</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 72%</td>
<td>&lt;341</td>
</tr>
</tbody>
</table>

**Graduate School Grading Policy:**
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

**VI. Student Evaluation of Course**

Students will access the course evaluations with their Catamount email username. The course evaluation is completely external to the course and the instructor has no control over access or availability. Instructors cannot view student evaluations until after final grades are submitted. All student submissions are anonymous and used to improve instruction and materials. It is very important that you complete this evaluation.

**VII. Additional Support for Students**

*Accommodations for Students with Disabilities:*
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or jallexis@wcu.edu. You may also visit the office’s website: [http://wcu.edu/12789.asp](http://wcu.edu/12789.asp)

To receive academic accommodations for this class, students must be registered with the office of Student Support Services. If you qualify, Student Support Services will provide you with a letter. The letter received
from Student Support Services should be presented as documentation to the instructor as early in the semester as possible.

**Academic Support:**

**The Writing and Learning Commons (WaLC)** seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, [http://www.wcu.edu/29229.asp](http://www.wcu.edu/29229.asp) for additional learning and writing resources, hours of operation, and appointment information. **Please note the new location: 207 Belk.** Distance students should use Smarthinking an online tutoring service available via Blackboard, and WaLC’s online resources. Find out more at [http://www.wcu.edu/12136.asp](http://www.wcu.edu/12136.asp). Login to Smarthinking at [http://services.smarthinking.com/](http://services.smarthinking.com/).

**The Writing Center (WaLC) Online Support:**

1. Smarthinking, an online tutoring program provided by Educational Outreach, allows students to submit their writing for asynchronous feedback or to schedule synchronous web chats with highly trained, online writing tutors. Note: newly enrolled students will not be able to access the program until after drop/add. Smarthinking has provided us with this link to a short video they have produced outlining the key features of Smarthinking and how it works.; [http://www.youtube.com/watch?v=vwoWfPhtQM&feature=youtu.be](http://www.youtube.com/watch?v=vwoWfPhtQM&feature=youtu.be).

If you have not already done so, sign up for Smarthinking at [services.smarthinking.com/services.smarthinking.com](http://services.smarthinking.com/services.smarthinking.com).

- Use the username "wcuncgraduate" and
- the password "learn" to create a free account.
- Use your WCU Catamount email as the email when it asks you for this.

* The Smarthinking.com website has both student and faculty handbook resources (see bottom of the website).

2. Citation help can be found here on the WaLC’s [Writing Support](http://www.wcu.edu/29229.asp) page.

**WCU Career Center:**

Career planning and job searching help is available at [http://www.wcu.edu/6661.asp](http://www.wcu.edu/6661.asp)

The Career Center is located on the second floor of Killian Annex. If you are graduating this year and need assistance with job search documents, a career search or major career decision making, the Career Center is there to assist you. All services are available to students and alumnus, most at no cost. Full time jobs and internships for students are alumni are posted at [JobCat](http://www.wcu.edu/6661.asp)

**Research and Instruction Librarian / Liaison to the Health Professions**

Ann Hallyburton, MLSL, MPH, AHIP

Research and Instruction Librarian / Liaison to the Health and Human Sciences

Hunter Library, Western Carolina University

Cullowhee, NC 28723

ahallyb@wcu.edu

1-866-928-5424

[http://researchguides.wcu.edu/hhs](http://researchguides.wcu.edu/hhs)

**Blackboard Technical Assistance:**


Blackboard toll free telephone support: 1-866-374-8144

**CAT Center’s Academic Skills Workshops:**

Students who wish to improve their studying techniques, time management, test taking, or other academic skills should take advantage of the CAT Center's Academic Skills Workshops; the schedule is available at [http://www.wcu.edu/9442.asp](http://www.wcu.edu/9442.asp)

**IT Services Help Desk:**

8.18.14 The instructor reserves the right to change the syllabus
All login and technical problems should be reported to IT Services Help Desk: 227-7487, Toll Free: 866-928-7487 (866-WCU-7ITS) and e-mail: itshelp@email.wcu.edu

Class TIPS:
Class TIPS provides software training for students through individual training, classes, and workshops. Online tutorials are available on a variety of topics including Bb, ADOBE and Photoshop. Class TIPS is located on the ground floor of Hunter Library in the Technology Commons.
http://www.wcu.edu/27291.asp

WCU PAW Print:
PAW Print User Guide link for printing, copying, scanning, and faxing at WCU’s Cullowhee and Biltmore Park Campus. Need help? Call 828-227-7487 Monday-Friday, 8am-5pm.

Parking at Biltmore Park:
Parking is available in the parking garage adjacent to the building. The parking map can be found at http://www.wcu.edu/WebFiles/PDFs/WCU_Biltmore_Parking.pdf. Students can park on levels 2 (beyond the Visitor spaces) and above. Please do not park in “Visitor” or street parking spaces. Biltmore Park Security will monitor the spaces and give out warnings, then start towing. Decals are not required and parking is free.
School of Health Sciences
MHS Dietetic Internship Program
Face-to-face class at Biltmore Park, Room 343
1/13/14, 1/15/14, 1/16/14
10-12, 1:30-3:30 Monday, Wednesday & Thursday

Instructor: Sherry Robison MS, RD, LDN
HHSB 105 Office phone number: 227-2659
Preferred method of communication: Email
Primary email address: smrobison@email.wcu.edu

Office Hours: For orientation week: M, W, 12:00-1:30 pm, F 2:00-4:00 pm or by appointment.
You are welcome to stop by during office hours. To avoid waiting, you are encouraged to email an appointment request. Emails will be checked once daily Monday through Friday. Due to a schedule that includes dietetic internship site visits, expect an email response within 36 hours during the work week.

Course Description: Dietetic interns will build upon foundational knowledge, skills and core-competencies in preparation for supervised practice practicums.
PREQ: Admission to WCU Dietetic Internship.

I. Rationale/Purpose: This one-credit course will introduce graduate students in the dietetic internship program to supervised dietetic practice for the community nutrition practicum. Through integration of lectures, on-line modules, student presentations, case studies, and simulations, students will gain foundational knowledge, skills and core-competence preparation for supervised practice in the community nutrition practicum.

II. Course Aims and Objectives

Course Outcomes: In accordance with the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting authority for the Academy of Nutrition and Dietetics (AND), student will acquire skills related to designated 2012 Knowledge Competencies for the Registered Dietitian.

Educational Objectives:

Students will demonstrate ability to transfer core didactic knowledge to application of the nutrition care process for the community nutrition practicum setting. (CRD 3.1)

Students will create a nutrition education handout on local food at a sixth grade level for the food insecure population. (CRD 2.2, 2.9, 3.2, 3.3)

Students will apply evidence-based principles to solve problem-based breastfeeding scenarios. (CRD 2.4, 2.5, 3.1)

Student will analyze the most recent community health assessment data for their practicum placement county and summarize findings of the population’s nutrition status. (CRD 1.5, 3.2)

Students will apply each step of the nutrition care process to a pediatric patient case study. (CRD 3.1)

ACEND Core Competencies for the Registered Dietitian:

1.10.14 The instructor reserves the right to change the syllabus
CRD 1.3 Justify programs, products, services, and care using appropriate evidence or data.

CRD 2.2 Demonstrate professional writing skills in preparing professional communications (Guidance: examples include research manuscripts, project proposals, education materials, policies and procedures)

CRD 2.9 Participate in professional and community organizations

CRD 3.1 Perform the Nutrition Care Process (a through e below) and use standardized language for individuals, groups, and populations of differing ages and health status, in a variety of settings.

A. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
B. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
C. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention
D. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
E. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting

CRD 3.2 Demonstrate effective communications skills in a variety of formats (Guidance: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing)

CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management

III. Course Materials
Required Texts:
A community nutrition text such as Community Nutrition in Action, an Entrepreneurial Approach (5th edition), Publisher: Thomson Learning; Author: Boyle, Holben; ISBN: 9780495559016 (or current community book from undergraduate course).
Professional websites, journals readings, and articles posted on Blackboard.

Blackboard (Bb) Course Site:
Check Bb regularly, especially announcements, for class updates, supplemental readings, web links, instructor directions, assignment guidelines and other course materials. Login to Bb through www.wcu.edu or https://wcu.blackboard.com

A Blackboard Help link is provided in course shell. All login and technical problems with Bb should be reported to IT Services Help Desk: 227-7487, Toll Free: 866-928-7487 (866-WCU-7ITS) and e-mail: itshelp@email.wcu.edu

Computer Requirements:
This course requires that you have high speed Internet access and a working computer. You will need to download Acrobat Reader, the latest version of Java, and Antivirus software (if you do not already have the latest versions) from http://www.wcu.edu/10608.asp. If your computer and your back up computer are not working, you may complete your assignments in one of the computer labs on campus (located in Hunter Library and Forsyth) or at Biltmore Park. IT assistance is available on Tuesdays at Biltmore Park.

IV. Faculty Expectations of Students/Course Policies

Western Carolina University Community Creed

1.10.14 The instructor reserves the right to change the syllabus
I will practice personal and academic INTEGRITY
I will RESPECT the dignity and rights of all persons
I will demonstrate concern for others and live up to my community RESPONSIBILITIES
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Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. Fabrication—Intentional falsification of information or citation in an academic exercise.

c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of "F" in the course. Within 5 calendar days of the event the instructor will inform his/her department head and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction. (Refer to Student Handbook for details related to academic dishonesty offenses).

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Students are expected to attend all class and activity sessions. Attendance will be checked at the beginning of the class session. Each student is responsible to attend class and be responsible for the academic consequences of absence. Your learning community expects you to be seated for the duration and prepared at the time class begins. Keep in mind that you may miss class activities that will affect your grade. Being late for class will be counted as ½ of an absence. Missing approximately 10% of class meeting times or more constitutes a significant amount of class materials and experience missed and is very difficult, if not impossible, to make up. Students should expect at least a letter grade deduction for more than 2 unexcused absences.

See the WCU attendance policy at: http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf for more information.

For extended illnesses, accidents, or other extenuating circumstances, please contact the instructor as soon as possible. In case of any absence (excused or not excused), students are responsible for all material presented and assigned. Please check the course schedule to see what you missed. Also, check with a classmate for class notes, handouts, etc. If you are absent on the day that the instructor distributes a handout, check Bb for availability. If it is not posted there, it is your responsibility to obtain the handout (and class notes, etc.) from a classmate.

Late and/or Makeup Assignments:

All assignments are due on the dates noted on the syllabus schedule and course shell in Bb. Assignments will be turned in by the designated time in the Blackboard site for the course. To help you practice being responsible, late papers/assignments will be penalized. Your grade will drop 11% for the first day late. If the paper was 100 points, your maximum grade attainable will be an 89 and a B+. An additional 7% will be taken from your final grade on the paper/assignment for each day after the due date. That means if your paper is 2 days late and is a perfect paper, you will not be able to make higher than a B-.

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Additionally, all students are expected to abide by the Academy of Nutrition and Dietetics (AND) professional code of ethics and can access at http://www.eatright.org/healthprofessionals/content.aspx?id=6868. All students are expected to actively participate in this course. Active participation requires that students bring relevant course materials to class, complete readings and assignments, and complete activities as detailed in the course schedule in Bb and those announced in class. Active participation requires participation in class discussions, group work, answering questions posed by the instructor, and offering useful and constructive input to group learning activities and instructor and peer presentations. Students who do not read and do homework according to the course schedule will have difficulty doing in-class assignments. Students are expected to wait until class is dismissed before packing up belongings to leave class.

A Note About Devices: You may use your tablets or laptops to type notes or reference course related articles and website. Refrain from using your laptop or tablet for non-classroom activities. If you are doing anything other than classroom activities, you will be asked to leave class and counted absent. If you carry a cell phone, please turn it off or switch to silent mode and do not engage in texting during class. Ipods, MP3 players, and other electronic devices should be turned off during class.

Inclement Weather Policy:
The inclement weather policy is available at: http://www.wcu.edu/weather/. If inclement weather is a potential issue, check Blackboard for announcements and additional online assignments. Students should use good judgment in commuting during inclement weather.

V. Course Content
Each student is responsible for routinely checking Blackboard for content, announcements, journal articles, assignments, quizzes, reflection/application questions, assignment descriptions, additional readings and course schedule updates. Assignments should be submitted by the due date indicated on the course schedule and Blackboard. Carefully read assignment descriptions in Blackboard to ensure that assignments are submitted as instructed. Assignments should not be emailed or attached unless otherwise instructed.

ND 673 Assignment Expectations:
- All student products are to be submitted in the Bb assignment shell unless otherwise stated. Assignments should be submitted by the due date indicated on the course schedule and Bb. Carefully read assignment descriptions in Bb to ensure that assignments are submitted as instructed. Assignments should not be emailed or attached unless otherwise instructed.
- All written work must reflect graduate level use of appropriate grammar and spelling. Assignments submitted with five or more errors of grammar, spelling, sentence structure or overall organization the assignment will have the grade dropped by 11% of total points. Use your software checks to proof all written work before the assignment document is submitted. If you have difficulty with college-level professional writing, please utilize the resources and services offered by the Writing and Learning Commons in Belk 209, www.wcu.edu/29229.asp
- Use the American Medical Association format for citation style. The format of the Journal of the Academy of Nutrition and Dietetics is based on the 10th edition of the American Medical Association (AMA) Manual of Style. Refer to the Journal website http://www.adajournal.org/authorinfo for specifics under the heading JOURNAL STYLE for more information. An additional reference on AMA style can be located at http://libguides.hsl.washington.edu/ama
- Document should be Microsoft Word (.doc or .docx) using 12 point Arial or Times New Roman font.
- Label submitted assignment documents with a header that contains student’s name, course number, assignment or document title, and date of completion. Example: Sherry Robison, ND 680, Cultural
Sensitivity Reflection, 8-1-13. Work submitted without proper labeling will have 1 point deducted from the total possible.

- Name (save) submitted assignments with the naming criteria of assignment title followed by your last name. Example: Pediatric_Case_Study_Robison. Assignments with multiple document uploads should reflect the title of the document. Work submitted without proper naming will have 1 point deducted from the total possible.
- Upload assignments in corresponding Blackboard assignment shell. Assignments should be submitted by the due date indicated on the course schedule and assignment description in Blackboard.
- Reference the course assignment table and individual assignment descriptions in Bb for assignment due dates.
- Assignments will be evaluated based on completeness of content, degree of organization and display of subject matter understanding. Writing skill (sentence/paragraph construction, logically written), grammar, and spelling will also be evaluated.
- Expect assignments to be graded and posted in Bb within five work days of the submission deadline. Example: assignment is due on a Friday; assignment will be graded and posted on the following Friday. Students are encouraged to read instructor feedback on all submitted assignments.

**Tentative Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIC Works Modules</td>
<td>100</td>
<td>1-20-14</td>
</tr>
<tr>
<td>Community Health Assessment</td>
<td>100</td>
<td>1-27-14</td>
</tr>
<tr>
<td>Nutrition Education Brochure</td>
<td>100</td>
<td>2-3-14</td>
</tr>
<tr>
<td>Pediatric Case Study</td>
<td>100</td>
<td>3-6-14</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>425</strong></td>
<td></td>
</tr>
</tbody>
</table>

All grades can be accessed by clicking on "Grades" in Blackboard. Letter grades will be assigned according to the following:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>395-425</td>
</tr>
<tr>
<td>B</td>
<td>83-92%</td>
<td>353-394</td>
</tr>
<tr>
<td>C</td>
<td>72-82%</td>
<td>306-352</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 72%</td>
<td>&lt;305</td>
</tr>
</tbody>
</table>

**Graduate School Grading Policy:**
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

**VI. Student Evaluation of Course**

Students will access the course evaluations with their Catamount email username. The course evaluation is completely external to the course and the instructor has no control over access or availability. Instructors cannot view student evaluations until after final grades are submitted. All student submissions are anonymous and used to improve instruction and materials. It is very important that you complete this evaluation.

**VII. Additional Support for Students**

**Accommodations for Students with Disabilities:**
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as
having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: http://wcu.edu/12789.asp

To receive academic accommodations for this class, students must be registered with the office of Student Support Services. If you qualify, Student Support Services will provide you with a letter. The letter received from Student Support Services should be presented as documentation to the instructor as early in the semester as possible.

**Academic Support:**

**The Writing and Learning Commons (WaLC)** seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, http://www.wcu.edu/29229.asp for additional learning and writing resources, hours of operation, and appointment information. **Please note the new location: 207 Belk.** Distance students should use Smarthinking an online tutoring service available via Blackboard, and WaLC’s online resources. Find out more at http://www.wcu.edu/12136.asp. Login to Smarthinking at http://services.smarthinking.com/.

**The Writing Center (WaLC) Online Support:**

1) **Smarthinking.** an online tutoring program provided by Educational Outreach, allows students to submit their writing for asynchronous feedback or to schedule synchronous web chats with highly trained, online writing tutors. Note: newly enrolled students will not be able to access the program until after drop/add. Smarthinking has provided us with this link to a short video they have produced outlining the key features of Smarthinking and how it works.: http://www.youtube.com/watch?v=wpvWfPbstQM&feature=youtu.be.
   If you have not already done so, sign up for Smarthinking at [services.smarthinking.com]services.smarthinking.com.
   - Use the username "wcuncgraduate" and
   - the password "learn" to create a free account.
   - Use your WCU Catamount email as the email when it asks you for this.
   - The Smarthinking.com website has both student and faculty handbook resources (see bottom of the website).

2) Citation help can be found here on the WaLC’s [Writing Support] page.

**WCU Career Center:**
Career planning and job searching help is available at http://www.wcu.edu/6661.asp
The Career Center is located on the second floor of Killian Annex. If you are graduating this year and need assistance with job search documents, a career search or major career decision making, the Career Center is there to assist you. All services are available to students and alumni, most at no cost. Full time jobs and internships for students are alumni are posted at [JobCat]

**Research and Instruction Librarian / Liaison to the Health Professions**
Ann Hallyburton
http://researchguides.wcu.edu/healthcare
ahallyb@wcu.edu

**Blackboard Technical Assistance:**
Blackboard toll free telephone support: 1-866-374-8144

**CAT Center’s Academic Skills Workshops:**
Students who wish to improve their studying techniques, time management, test taking, or other academic skills should take advantage of the CAT Center’s Academic Skills Workshops; the schedule is available at

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Blackboard Technical Assistance:
Blackboard toll free telephone support: 1-866-374-8144

IT Services Help Desk:
IT Support Technician is available at Biltmore Park on Tuesdays from 9am-3pm. All login and technical problems should be reported to IT Services Help Desk: 227-7487, Toll Free: 866-928-7487 (866-WCU-7ITS) and e-mail: itshelp@email.wcu.edu

Class TIPS:
Class TIPS provides software training for students through individual training, classes, and workshops. Online tutorials are available on a variety of topics including Bb, ADOBE and Photoshop. Class TIPS is located on the ground floor of Hunter Library in the Technology Commons.
http://www.wcu.edu/27291.asp

WCU PAW Print:
Need help? Call 828-227-7487 Monday-Friday, 8am-5pm.

Parking at Biltmore Park:
Parking is available in the parking garage adjacent to the building. The parking map can be found at http://www.wcu.edu/WebFiles/PDFs/WCU_Biltmore_Parking.pdf. Students can park on levels 2 (beyond the Visitor spaces) and above. Please do not park in “Visitor” or street parking spaces. Biltmore Park Security will monitor the spaces and give out warnings, then start towing. Decals are not required and parking is free.

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School of Health Sciences  
Nutrition and Dietetics Program  
Health and Human Sciences Building

Instructor:  Sherry Robison MS, RD, LDN  
HHSB 105  Office phone number: 227-2659  
Preferred method of communication: smrobison@email.wcu.edu

Office Hours:  Wednesday 2-5, Thursday 1:30-3:30 or by appointment. You are welcome to stop by during office hours. To avoid waiting, you are encouraged to email an appointment request. Emails will be checked once daily Monday through Friday. Due to a schedule that includes dietetic internship site visits, expect an email response within 36 hours during the work week.

Class Meetings:  The didactic class will meet on campus Monday, January 7th, and Fridays, February 1st, and March 8th, from 9:00-4:00 in Biltmore Park room 345. The practicum begins January 8th and concludes March 8th. If needed, practicum extensions or make-up days will be scheduled March 11th-15th 2013.

Course Description: Dietetic interns will complete clinical supervised practice practicum experiences on-site at assigned facility.

Prerequisite: Enrollment in the WCU Dietetic Internship Program.

I. Rationale/Purpose: This three-credit practicum will provide dietetic interns the opportunity to build upon foundational knowledge, skills and core-competencies. At the conclusion of the practicum students will demonstrate entry-level clinical practice skills.

II. Course Aims and Objectives

Course Outcomes: In accordance with the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting authority for the Academy of Nutrition and Dietetics (AND), student will acquire skills related the following 2012 Knowledge Competencies for the Registered Dietitian.

1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.

Upon completion of the program, graduates are able to:

CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives  
(Guidance: outcomes could include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical, settings, etc.)

CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice

CRD 1.3 Justify programs, products, services, and care using appropriate evidence or data

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CRD 1.4 Evaluate emerging research for application in dietetics practice

CRD 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis

2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

Upon completion of the program, graduates are able to:

CRD 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics

CRD 2.2 Demonstrate professional writing skills in preparing professional communications
(Guidance: examples include research manuscripts, project proposals, education materials, policies and procedures)

CRD 2.3 Design, implement and evaluate presentations to a target audience
(Guidance: A quality presentation considers life experiences, cultural diversity and educational background of the target audience.)

CRD 2.4 Use effective education and counseling skills to facilitate behavior change

CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings

CRD 2.6 Assign patient care activities to DTRs and/or support personnel as appropriate.
(Guidance: in completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility)

CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice

CRD 2.8 Apply leadership skills to achieve desired outcomes

CRD 2.9 Participate in professional and community organizations

CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services. (Guidance: Other health professionals include physicians, nurses, pharmacists, etc.)

CRD 2.11 Demonstrate professional attributes within various organizational cultures
(Guidance: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic)

CRD 2.13 Demonstrate negotiation skills. (Guidance: Demonstrating negotiating skills includes showing assertiveness when needed while respecting the life experiences, cultural diversity and educational background of the other parties.)

3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

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Upon completion of the program, graduates are able to:

CRD 3.1 Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings
A. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
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(Guidance: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing)

CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management
(Guidance: Students/interns should consider health messages and interventions that integrate the consumer’s desire for taste, convenience and economy with the need for nutrition, food safety)

CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends

4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

Upon completion of the program, graduates are able to:
CRD 4.4 Conduct clinical and customer service quality management activities
CRD 4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data
CRD 4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers

III. Course Materials


Food-Medication Interactions Handbook 16th or 17th edition by Zaneta M. Pronsky, MS, RD, LDN, FADA

Additional journal readings and books may be assigned by preceptor. Refer to practicum Blackboard for additional journal readings and references.

Blackboard (Bb) Course Site:

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All login and technical problems with Bb should be reported to IT Services Help Desk: 227-7487, Toll Free: 866-928-7487 (866-WCU-7ITS) and e-mail: ithelp@email.wcu.edu

Computer Requirements:
This course requires that you have **high speed Internet access** and a working computer. You will need to download Acrobat Reader, the latest version of Java, and Antivirus software (if you do not already have the latest versions) from [http://www.wcu.edu/10608.asp](http://www.wcu.edu/10608.asp). If your computer and your back up computer are not working, you may complete your assignments in one of the computer labs on campus (located in Hunter Library and Forsyth).

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meeting times or more constitutes a significant amount of class materials and experience missed and is very difficult, if not impossible, to make up. **Students should expect at least a letter grade deduction for more than 2 unexcused absences.** See the WCU attendance policy at: [http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf](http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf) for more information.

For extended illnesses, accidents, or other extenuating circumstances, please contact the preceptor and DI Director as soon as possible. In case of any absence (excused or not excused), students are responsible for all material presented and assigned. Please check the course schedule to see what you missed. Also, check with a classmate for class notes, handouts, etc. If you are absent on the day that the instructor distributes a handout, check Bb for availability. If it is not posted there, it is your responsibility to obtain the handout (and class notes, etc.) from a classmate.

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• Label submitted assignment documents with a header that contains student's name, course number, assignment or document title, and date of completion. Example: Sherry Robison, ND 681, ADIME Notes Assignment, 10-29-12. Work submitted without proper labeling will have 1 point deducted from the total possible.
• Name (save) submitted assignments with the naming criteria of assignment title followed by your last name. Example: ADIME_Notes_Robison. Assignments with multiple document uploads should be reflect the title of the document. Work submitted without proper naming will have 1 point deducted from the total possible.
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• Reference the course assignment table and individual assignment descriptions in Bb for assignment due dates.
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<table>
<thead>
<tr>
<th>DI Competency</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRD 1.1</td>
<td>Clinical Nutrition Outcome Assignment</td>
<td>2-25-13</td>
<td>50</td>
</tr>
<tr>
<td>CRD 2.3</td>
<td>Clinical Case Study Presentation Assignment</td>
<td>3-8-13</td>
<td>100</td>
</tr>
<tr>
<td>CRD 2.3</td>
<td>Clinical Case Study Presentation Assignment (Didactic Class)</td>
<td>3-8-13</td>
<td>100</td>
</tr>
<tr>
<td>CRD 3.1</td>
<td>NCP Tracking Assignment</td>
<td>3-8-13</td>
<td>25</td>
</tr>
<tr>
<td>CRD 3.1</td>
<td>ADIME Notes Assignment</td>
<td>2-18-13</td>
<td>100</td>
</tr>
<tr>
<td>CRD 3.1</td>
<td>Clinical Case Study ADIME Note Assignment</td>
<td>3-8-13</td>
<td>25</td>
</tr>
</tbody>
</table>

| Competency Log 1 | | 1-14-13 | 20 |
| Competency Log 2 | | 1-22-13 | 20 |
| Competency Log 3 | | 1-28-13 | 20 |
| Competency Log 4 | | 2-4-13  | 20 |
| Competency Log 5 | | 2-11-13 | 20 |
| Competency Log 6 | | 2-18-13 | 20 |
| Competency Log 7 | | 2-25-13 | 20 |

The instructor reserves the right to change the syllabus
<table>
<thead>
<tr>
<th>Competency Log 8</th>
<th>3-4-13</th>
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<tbody>
<tr>
<td>Competency Log 9</td>
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<tr>
<td>Competency Master</td>
<td>3-11-13</td>
<td>100</td>
</tr>
<tr>
<td>Preceptor &amp; Rotation Evaluation</td>
<td>3-11-13</td>
<td>10</td>
</tr>
<tr>
<td>Preceptor Week 3 Progress Report (5% of Grade)</td>
<td>2-4-13</td>
<td></td>
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<tr>
<td>Preceptor Week 6 Progress Report (5% of Grade)</td>
<td>2-25-13</td>
<td></td>
</tr>
<tr>
<td>Preceptor Final Evaluation (50% of Grade)</td>
<td>3-8-13</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-92</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-82</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 73</td>
<td></td>
</tr>
</tbody>
</table>

All grades can be accessed by clicking on "My Grades" in Blackboard.

**Graduate School Grading Policy:**
A Graduate student who accumulates three (3) grades of C or any grade of F will be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School.

**VI. Student Evaluation of Course**

Students will access the course evaluations with their Catamount email username. Course evaluations will tentatively be open from February 25th - March 1st. The course evaluation is completely external to the course and the instructor has no control over access or availability. Instructors cannot view student evaluations until after final grades are submitted. All student submissions are anonymous and used to improve instruction and materials. It is very important that you complete this evaluation.

**VII. Additional Support for Students**

*Accommodations for Students with Disabilities:*
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: [http://wcu.edu/12789.asp](http://wcu.edu/12789.asp)

To receive academic accommodations for this class, students must be registered with the office of Student Support Services. If you qualify, Student Support Services will provide you with a letter. The letter received from Student Support Services should be presented as documentation to the instructor as early in the semester as possible.

*Academic Support:*

*The instructor reserves the right to change the syllabus*
The Writing and Learning Commons (WaLC) seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, http://www.wcu.edu/29229.asp for additional learning and writing resources, hours of operation, and appointment information. Please note the new location: 207 Belk. Distance students should use Smarthinking an online tutoring service available via Blackboard, and WaLC’s online resources. Find out more at http://www.wcu.edu/12136.asp. Login to Smarthinking at http://services.smarthinking.com/.

WCU Career Center:
Career planning and job searching help is available at http://www.wcu.edu/6661.asp
The Career Center is located on the second floor of Killian Annex. If you are graduating this year and need assistance with job search documents, a career search or major career decision making, the Career Center is there to assist you. All services are available to students and alumnus, most at no cost. Full time jobs and internships for students are alumni are posted at JobCat

Research and Instruction Librarian / Liaison to the Health Professions
Ann Hallyburton
http://researchguides.wcu.edu/healthcare
ahallyb@wcu.edu

Blackboard Technical Assistance:
Blackboard toll free telephone support: 1-866-374-8144

CAT Center’s Academic Skills Workshops:
Students who wish to improve their studying techniques, time management, test taking, or other academic skills should take advantage of the CAT Center’s Academic Skills Workshops; the schedule is available at http://www.wcu.edu/9442.asp

Blackboard Technical Assistance:
Blackboard toll free telephone support: 1-866-374-8144

IT Services Help Desk:
All login and technical problems should be reported to IT Services Help Desk: 227-7487, Toll Free: 866-928-7487 (866-WCU-7ITS) and e-mail: itshelp@email.wcu.edu

Class TIPS:
Class TIPS provides software training for students through individual training, classes, and workshops. Online tutorials are available on a variety of topics including Bb, ADOBE and Photoshop. Class TIPS is located on the ground floor of Hunter Library in the Technology Commons.
http://www.wcu.edu/27291.asp

The instructor reserves the right to change the syllabus
School of Health Sciences  
Nutrition and Dietetics Program  
Health and Human Sciences Building

Instructor: Sherry Robison MS, RD, LDN  
HHSB 105 Office phone number: 227-2659  
Preferred method of communication: smrobison@email.wcu.edu

Office Hours: Wednesday 2-5, Thursday 1:30-3:30 or by appointment. You are welcome to stop by  
during office hours. To avoid waiting, you are encouraged to email an appointment  
request. Emails will be checked once daily Monday through Friday. Due to a schedule  
that includes dietetic internship site visits, expect an email response within 36 hours  
during the work week.

Class Meetings: The didactic class will meet on campus Monday, January 7th and Fridays, February 1st,  
and March 8th, from 9:00-4:00 in Biltmore Park room 345. The practicum begins January  
8th and concludes March 8th. If needed, practicum extensions or make-up days will be  
scheduled March 11th-15th 2013.

Course Description: Dietetic interns will complete food service management supervised practice practicum  
experiences on-site at assigned facility.

Prerequisite: Enrollment in the WCU Dietetic Internship Program.

I. Rationale/Purpose: This three-credit practicum will provide dietetic interns the opportunity to build upon  
foundational knowledge, skills and core-competencies. At the conclusion of the practicum students will  
demonstrate entry-level food service management practice skills.

II. Course Aims and Objectives

Course Outcomes: In accordance with the Accreditation Council for Education in Nutrition and Dietetics  
(ACEND), the accrediting authority for the Academy of Nutrition and Dietetics (AND), student will acquire skills  
related the following 2012 Knowledge Competencies for the Registered Dietitian.

1. Scientific and Evidence Base of Practice: integration of scientific information and research into  
practice.

Upon completion of the program, graduates are able to:

CRD 1.1 Select indicators of program quality and/or customer service and measure  
achievement of objectives

CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA  
Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane  
Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency  
for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition  
care process and model and other areas of dietetics practice

CRD 1.3 Justify programs, products, services, and care using appropriate evidence or data

The instructor reserves the right to change the syllabus
CRD 1.4 Evaluate emerging research for application in dietetics practice

CRD 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis

2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

Upon completion of the program, graduates are able to:

CRD 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics

CRD 2.2 Demonstrate professional writing skills in preparing professional communications (Guidance: examples include research manuscripts, project proposals, education materials, policies and procedures)

CRD 2.3 Design, implement and evaluate presentations to a target audience (Guidance: A quality presentation considers life experiences, cultural diversity and educational background of the target audience.)

CRD 2.4 Use effective education and counseling skills to facilitate behavior change

CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings

CRD 2.6 Assign patient care activities to DTRs and/or support personnel as appropriate. (Guidance: in completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility)

CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice

CRD 2.8 Apply leadership skills to achieve desired outcomes

CRD 2.9 Participate in professional and community organizations

CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services. (Guidance: Other health professional include physicians, nurses, pharmacists, etc.)

CRD 2.11 Demonstrate professional attributes within various organizational cultures (Guidance: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic)

CRD 2.13 Demonstrate negotiation skills (Guidance: Demonstrating negotiating skills includes showing assertiveness when needed while respecting the life experiences, cultural diversity and educational background of the other parties.)

3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

Upon completion of the program, graduates are able to:

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CRD 3.2 Demonstrate effective communications skills in a variety of formats. (Guidance: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing)

CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (Guidance: Students/interns should consider health messages and interventions that integrate the consumer’s desire for taste, convenience and economy with the need for nutrition, food safety)

4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

Upon completion of the program, graduates are able to:

CRD 4.1 Participate in management of human resources

CRD 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food

CRD 4.3 Participate in public policy activities, including both legislative and regulatory initiatives

CRD 4.4 Conduct clinical and customer service quality management activities

CRD 4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data

CRD 4.6 Analyze quality, financial or productivity data and develop a plan for intervention

CRD 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment

CRD 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits

CRD 4.9 Analyze financial data to assess utilization of resources

CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies

CRD 4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers

III. Course Materials

Required Text:

Additional journal readings and books may be assigned by preceptor. Refer to practicum Blackboard for additional journal readings and references.

Blackboard (Bb) Course Site:

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Check Bb regularly, especially announcements, for class updates, supplemental readings, web links, instructor directions, assignment guidelines and other course materials. Login to Bb through www.wcu.edu or https://wcu.blackboard.com

All login and technical problems with Bb should be reported to IT Services Help Desk: 227-7487, Toll Free: 866-928-7487 (866-WCU-7ITS) and e-mail: itshelp@email.wcu.edu

Computer Requirements:
This course requires that you have high speed Internet access and a working computer. You will need to download Acrobat Reader, the latest version of Java, and Antivirus software (if you do not already have the latest versions) from http://www.wcu.edu/10608.asp. If your computer and your back up computer are not working, you may complete your assignments in one of the computer labs on campus (located in Hunter Library and Forsyth).

IV. Faculty Expectations of Students/Course Policies

Western Carolina University Community Creed
I will practice personal and academic INTEGRITY
I will RESPECT the dignity and rights of all persons
I will demonstrate concern for others and live up to my community RESPONSIBILITIES
I will ENGAGE myself in the arts, culture and intellectual life of the University
I will celebrate and take PRIDE in Western Carolina University

Academic Integrity Policy:
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:
a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
b. Fabrication—Intentional falsification of information or citation in an academic exercise.
c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of "F" in the course. Within 5 calendar days of the event the instructor will inform his/her department head and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction. (Refer to Student Handbook for details related to academic dishonesty offenses). Academic Integrity Policy: http://www.wcu.edu/26163.asp

Attendance Policy:
Students are expected to attend all class and activity sessions and practicums. Reflect practicum hours on weekly competency logs. Students should understand that they are responsible for the academic consequences of absences. Attendance will be checked on weekly competency logs and at the didactic class session. If you have to miss didactic class or practicum hours for some reason, discuss it with the instructor and preceptor to determine an alternative. See WCU DI Program Handbook attendance policy. Attendance will be checked at the beginning of the didactic class session. Each student is responsible to attend class and be responsible for the academic consequences of absence. Your learning community expects you to be seated for the duration and prepared at the time class begins. Keep in mind that you may miss class activities that will affect your grade. Being late for class will be counted as ½ of an absence. Missing approximately 10%

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of class meeting times or more constitutes a significant amount of class materials and experience missed and is very difficult, if not impossible, to make up. Students should expect at least a letter grade deduction for more than 2 unexcused absences. See the WCU attendance policy at: http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf for more information. For extended illnesses, accidents, or other extenuating circumstances, please contact the preceptor and DI Director as soon as possible. In case of any absence (excused or not excused), students are responsible for all material presented and assigned. Please check the course schedule to see what you missed. Also, check with a classmate for class notes, handouts, etc. If you are absent on the day that the instructor distributes a handout, check Bb for availability. If it is not posted there, it is your responsibility to obtain the handout (and class notes, etc.) from a classmate.

Late and/or Makeup Assignments:
All assignments are due on the dates noted on the syllabus schedule and course shell in Bb. Assignments will be turned in by the designated time in the Blackboard site for the course. To help you practice being responsible, late papers/assignments will be penalized. Your grade will drop 11% for the first day late. If the paper was 100 points, your maximum grade attainable will be an 89 and a B+. An additional 7% will be taken from your final grade on the paper/assignment for each day after the due date. That means if your paper is 2 days late and is a perfect paper, you will not be able to make higher than a B-.

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• Use the American Medical Association format for citation style. The format of the Journal of the Academy of Nutrition and Dietetics is based on the 10th edition of the American Medical Association (AMA) Manual of Style. Refer to the Journal website http://www.adajournal.org/authorinfo for specifics under the heading JOURNAL STYLE for more information. An additional reference on AMA style can be located at http://libguides.hsl.washington.edu/ama

• Document should be Microsoft Word (.doc or .docx) using 12 point Arial or Times New Roman font.

• Label submitted assignment documents with a header that contains student’s name, course number, assignment or document title, and date of completion. Example: Sherry Robison, ND 682, Budget Assignment, 10-30-12. Work submitted without proper labeling will have 1 point deducted from the total possible.

• Name (save) submitted assignments with the naming criteria of assignment title followed by your last name. Example: Budget_Assignment_Robison. Assignments with multiple document uploads should be reflect the title of the document. Work submitted without proper naming will have 1 point deducted from the total possible.

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• Identify, complete and submit a minimum of six DI competency assignments by February 11, 2013. Reference the first section of the assignment table below for the complete list of DI competency assignments to upload in practicum Blackboard.

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<th>Point Value</th>
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</thead>
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<td>Food Service Management Outcome Study Assignment</td>
<td>3-8-13</td>
<td>50</td>
</tr>
<tr>
<td>CDR 3.5</td>
<td>Inventory and Food Order Assignment</td>
<td>3-8-13</td>
<td>50</td>
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<tr>
<td>CDR 3.5</td>
<td>Tray Accuracy or Test Tray Audit Assignment</td>
<td>3-8-13</td>
<td>25</td>
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<tr>
<td>CDR 3.6</td>
<td>Menu Assignment</td>
<td>3-8-13</td>
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<td>CDR 3.6</td>
<td>Recipe Assignment</td>
<td>3-8-13</td>
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<tr>
<td>CDR 4.1</td>
<td>Employee Schedule Assignment</td>
<td>3-8-13</td>
<td>25</td>
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<tr>
<td>CDR 4.2</td>
<td>Sanitation &amp; Safety Assignment</td>
<td>3-8-13</td>
<td>50</td>
</tr>
<tr>
<td>CDR 4.4</td>
<td>Quality Improvement Plan Assignment</td>
<td>3-8-13</td>
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<td>CDR 4.6</td>
<td>Data Analysis &amp; Intervention Plan Assignment</td>
<td>3-8-13</td>
<td>50</td>
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<td>CDR 4.7</td>
<td>Natural Resource Management Assignment</td>
<td>3-8-13</td>
<td>25</td>
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<tr>
<td>CDR 4.8</td>
<td>Feasibility Study Assignment</td>
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The instructor reserves the right to change the syllabus
CDR 4.9 | Budget Assignment | 3-8-13 | 100
CDR 4.9 | Standardized Recipe Cost Analysis Assignment | 3-8-13 | 50
CDR 4.10 | Bid Preparation Assignment | 3-8-13 | 100

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**Research and Instruction Librarian / Liaison to the Health Professions**

Ann Hallyburton
http://researchguides.wcu.edu/healthcare
ahallyb@wcu.edu

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School of Health Sciences  
Nutrition and Dietetics Program  
Health and Human Sciences Building  
Biltmore Park, Room 345 & Reference Course Schedule for Locations

Instructor: Sherry Robison MS, RD, LDN  
HHSB 105 Office phone number: 227-2659  
Preferred method of communication: smrobison@email.wcu.edu

Office Hours: Wednesday 2-5, Thursday 1:30-3:30 or by appointment. You are welcome to stop by during office hours. To avoid waiting, you are encouraged to email an appointment request. Emails will be checked once daily Monday through Friday. Due to a schedule that includes dietetic internship site visits, expect an email response within 36 hours during the work week.

Class Meetings: The didactic class will meet on campus Monday, January 7\textsuperscript{th}, and Fridays, February 1\textsuperscript{st}, and March 8\textsuperscript{th}, from 9:00-4:00 in Biltmore Park room 345. The practicum begins January 8\textsuperscript{th} and concludes March 8\textsuperscript{th}. If needed, practicum extensions or make-up days will be scheduled March 11\textsuperscript{th}- 15\textsuperscript{th} 2013.

Course Description: Dietetic interns will complete community supervised practice practicum experiences on-site at assigned facility.

Prerequisite: Enrollment in the WCU Dietetic Internship Program.

I. Rationale/Purpose: This three-credit practicum will provide dietetic interns the opportunity to build upon foundational knowledge, skills and core-competencies. At the conclusion of the practicum students will demonstrate entry-level community nutrition practice skills.

II. Course Aims and Objectives

Course Outcomes: In accordance with the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting authority for the Academy of Nutrition and Dietetics (AND), student will acquire skills related the following 2012 Knowledge Competencies for the Registered Dietitian.

1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.

Upon completion of the program, graduates are able to:

CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice

CRD 1.3 Justify programs, products, services, and care using appropriate evidence or data

CRD 1.4 Evaluate emerging research for application in dietetics practice

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CRD 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis

2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

Upon completion of the program, graduates are able to:

CRD 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics

CRD 2.2 Demonstrate professional writing skills in preparing professional communications
(Guidance: examples include research manuscripts, project proposals, education materials, policies and procedures)

CRD 2.3 Design, implement and evaluate presentations to a target audience
(Guidance: A quality presentation considers life experiences, cultural diversity and educational background of the target audience.)

CRD 2.4 Use effective education and counseling skills to facilitate behavior change

CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings

CRD 2.6 Assign patient care activities to DTRs and/or support personnel as appropriate.
(Guidance: in completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility)

CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice

CRD 2.8 Apply leadership skills to achieve desired outcomes

CRD 2.9 Participate in professional and community organizations

CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services. (Guidance: Other health professional include physicians, nurses, pharmacists, etc.)

CRD 2.11 Demonstrate professional attributes within various organizational cultures
(Guidance: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic)

CRD 2.13 Demonstrate negotiation skills (Guidance: Demonstrating negotiating skills includes showing assertiveness when needed while respecting the life experiences, cultural diversity and educational background of the other parties.)

3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

Upon completion of the program, graduates are able to:

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CRD 3.1 Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings
A. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
B. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
C. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention
D. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
E. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting

CRD 3.2 Demonstrate effective communications skills in a variety of formats.
(Guidance: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing)

CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management
(Guidance: Students/interns should consider health messages and interventions that integrate the consumer’s desire for taste, convenience and economy with the need for nutrition, food safety)

CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends

4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

Upon completion of the program, graduates are able to:

CRD 4.3 Participate in public policy activities, including both legislative and regulatory initiatives

CRD 4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data

CRD 4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers

III. Course Materials

Required Text:
A community nutrition text such as Community Nutrition in Action, an Entrepreneurial Approach (5th edition), Publisher: Thomson Learning; Author: Boyle, Holben; ISBN: 9780495559016 (or current community book from undergraduate course).


Additional journal readings and books may be assigned by preceptor. Refer to practicum Blackboard for additional journal readings and references.

Blackboard (Bb) Course Site:

The instructor reserves the right to change the syllabus
Check Bb regularly, especially announcements, for class updates, supplemental readings, web links, instructor directions, assignment guidelines and other course materials. Login to Bb through www.wcu.edu or https://wcu.blackboard.com

All login and technical problems with Bb should be reported to IT Services Help Desk: 227-7487, Toll Free: 866-928-7487 (866-WCU-71TS) and e-mail: itshelp@email.wcu.edu

Computer Requirements:
This course requires that you have high speed Internet access and a working computer. You will need to download Acrobat Reader, the latest version of Java, and Antivirus software (if you do not already have the latest versions) from http://www.wcu.edu/10608.asp. If your computer and your back up computer are not working, you may complete your assignments in one of the computer labs on campus (located in Hunter Library and Forsyth).

IV. Faculty Expectations of Students/Course Policies

Western Carolina University Community Creed
I will practice personal and academic INTEGRITY
I will RESPECT the dignity and rights of all persons
I will demonstrate concern for others and live up to my community RESPONSIBILITIES
I will ENGAGE myself in the arts, culture and intellectual life of the University
I will celebrate and take PRIDE in Western Carolina University

Academic Integrity Policy:
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
b. Fabrication—Intentional falsification of information or citation in an academic exercise.
c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction. (Refer to Student Handbook for details related to academic dishonesty offenses). Academic Integrity Policy: http://www.wcu.edu/26163.asp

Attendance Policy:
Students are expected to attend all class and activity sessions and practicums. Reflect practicum hours on weekly competency logs. Students should understand that they are responsible for the academic consequences of absences. Attendance will be checked on weekly competency logs and at the didactic class session. If you have to miss didactic class or practicum hours for some reason, discuss it with the instructor and preceptor to determine an alternative. See WCU DI Program Handbook attendance policy. Attendance will be checked at the beginning of the didactic class session. Each student is responsible to attend class and be responsible for the academic consequences of absence. Your learning community expects you to be seated for the duration and prepared at the time class begins. Keep in mind that you may miss class activities that will affect your grade. Being late for class will be counted as ½ of an absence. Missing approximately 10%
of class meeting times or more constitutes a significant amount of class materials and experience missed and is very difficult, if not impossible, to make up. Students should expect at least a letter grade deduction for more than 2 unexcused absences. See the WCU attendance policy at: http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf for more information. For extended illnesses, accidents, or other extenuating circumstances, please contact the preceptor and DI Director as soon as possible. In case of any absence (excused or not excused), students are responsible for all material presented and assigned. Please check the course schedule to see what you missed. Also, check with a classmate for class notes, handouts, etc. If you are absent on the day that the instructor distributes a handout, check Bb for availability. If it is not posted there, it is your responsibility to obtain the handout (and class notes, etc.) from a classmate.

Late and/or Makeup Assignments:
All assignments are due on the dates noted on the syllabus schedule and course shell in Bb. Assignments will be turned in by the designated time in the Blackboard site for the course. To help you practice being responsible, late papers/assignments will be penalized. Your grade will drop 11% for the first day late. If the paper was 100 points, your maximum grade attainable will be an 89 and a B+. An additional 7% will be taken from your final grade on the paper/assignment for each day after the due date. That means if your paper is 2 days late and is a perfect paper, you will not be able to make higher than a B-.

Student Behavior and Responsibilities:
Students are expected to follow the student code of conduct described by Western Carolina University available at http://www.wcu.edu/24861.asp. Disruptive students will be asked to leave the classroom. If you are asked to leave, you must contact the instructor within 24 hours to mitigate the situation. If you do not contact the instructor within 24 hours, disciplinary proceeding may be initiated and deductions to your grade will be made. All students are expected to conduct themselves in a professional, courteous manner and have a positive attitude. Professional, practicum appropriate dress is expected. Refer to DI Handbook for description of professional dress.

Additionally, all students are expected to abide by the Academy of Nutrition and Dietetics (AND) professional code of ethics and can access at http://www.eatright.org/healthprofessionals/content.aspx?id=6868. All students are expected to actively participate in this course. Active participation requires that students bring relevant course materials to class, complete readings and assignments, and complete activities as detailed in the course schedule in Bb and those announced in class. Active participation requires participation in class discussions, group work, answering questions posed by the instructor, and offering useful and constructive input to group learning activities and instructor and peer presentations. Students who do not read and do homework according to the course schedule will have difficulty doing in-class assignments. Students are expected to wait until class is dismissed before packing up belongings to leave class.

A Note About Devices: You may use your tablets or laptops to type notes or reference course related articles and website. Refrain from using your laptop or tablet for non-classroom activities. If you are doing anything other than classroom activities, you will be asked to leave class and counted absent. If you carry a cell phone, please turn it off or switch to silent mode and do not engage in texting during class or practicums. Ipods, MP3 players, and other electronic devices should be turned off during class and practicums.

Inclement Weather Policy:
The inclement weather policy is available at: http://www.wcu.edu/weather/. If inclement weather is a potential issue, check Blackboard for announcements and additional online assignments. Students should use good judgment in commuting during inclement weather.

V. Course Content
Each student is responsible for routinely checking Blackboard for announcements, assignment descriptions, additional readings, and course schedule updates. Carefully read assignment descriptions in Blackboard and on curriculum table to ensure that assignments are submitted as instructed.

Assignment Expectations:

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• All student products are to be submitted in the Bb assignment shell unless otherwise stated. Assignments should be submitted by the due date indicated on the course schedule and Bb. Carefully read assignment descriptions in Bb to ensure that assignments are submitted as instructed. Assignments should not be emailed or attached unless otherwise instructed.

• All written work must reflect graduate level use of appropriate grammar and spelling. Assignments submitted with five or more errors of grammar, spelling, sentence structure or overall organization the assignment will have the grade dropped by 11% of total points. Use your software checks to proof all written work before the assignment document is submitted. If you have difficulty with college-level professional writing, please utilize the resources and services offered by the Writing and Learning Commons in Belk 208, www.wcu.edu/29229.asp

• Use the American Medical Association format for citation style. The format of the Journal of the Academy of Nutrition and Dietetics is based on the 10th edition of the American Medical Association (AMA) Manual of Style. Refer to the Journal website http://www.adajournal.org/authorinfo for specifics under the heading JOURNAL STYLE for more information. An additional reference on AMA style can be located at http://libguides.hsl.washington.edu/ama

• Document should be Microsoft Word (.doc or .docx) using 12 point Arial or Times New Roman font.

• Label submitted assignment documents with a header that contains student’s name, course number, assignment or document title, and date of completion. Example: Sherry Robison, ND 683, Community Nutrition ADIME Notes, 10-30-12. Work submitted without proper labeling will have 1 point deducted from the total possible.

• Name (save) submitted assignments with the naming criteria of assignment title followed by your last name. Example: Community_Health_Assessment_Robison. Assignments with multiple document uploads should reflect the title of the document. Work submitted without proper naming will have 1 point deducted from the total possible.

• Upload assignments in corresponding Blackboard assignment shell. Assignments should be submitted by the due date indicated on the course schedule and assignment description in Blackboard.

• Reference the course assignment table and individual assignment descriptions in Bb for assignment due dates.

• Assignments will be evaluated based on completeness of content, degree of organization and display of subject matter understanding. Writing skill (sentence/ paragraph construction, logically written), grammar, and spelling will also be evaluated.

• Expect assignments to be graded and posted in Bb within five work days of the submission deadline. Example: assignment is due on a Friday; assignment will be graded and posted on the following Friday. Students are encouraged to read instructor feedback on all submitted assignments.

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## Course offerings and enrollment

### College of Health and Human Sciences

#### All Graduate Prefixes

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Prepared by Office of Institutional Planning and Effectiveness

11/19/2014

1 of 6
## Course offerings and enrollment

### College of Health and Human Sciences

### Health Sciences

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<td>Freshman</td>
<td>93</td>
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<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
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<tbody>
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<td>Race and Ethnicity Unknown</td>
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<tr>
<td>Two or More Races</td>
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</tr>
<tr>
<td>White</td>
<td>92</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>67</td>
</tr>
<tr>
<td>Hispanic of Any Race</td>
<td>96</td>
</tr>
<tr>
<td>Black or African American</td>
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</tr>
<tr>
<td>Asian</td>
<td>4</td>
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<td>American Indian or Alaska Native</td>
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<td>Resident Alien</td>
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<td>US Citizen</td>
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<table>
<thead>
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<th>Gender</th>
<th>Total Students</th>
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</thead>
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<tr>
<td>Male</td>
<td>26</td>
</tr>
<tr>
<td>Female</td>
<td>63</td>
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College of Health and Human Sciences
Enrolled Student Demographics by Academic Year
<table>
<thead>
<tr>
<th>Year</th>
<th>Masters</th>
<th>Health Sciences</th>
<th>College of Health and Human Sciences</th>
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<tbody>
<tr>
<td>2009-2010</td>
<td>12</td>
<td>3.2</td>
<td>16</td>
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<tr>
<td>2010-2011</td>
<td>32</td>
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<td>16</td>
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<tr>
<td>2011-2012</td>
<td>41</td>
<td>3.6</td>
<td>18</td>
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<tr>
<td>2012-2013</td>
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<tr>
<td>2013-2014</td>
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<td>3.6</td>
<td>18</td>
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<th>Grand Total</th>
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<tr>
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<tr>
<td>2010-2011</td>
<td>32</td>
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<tr>
<td>2011-2012</td>
<td>41</td>
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<tr>
<td>2012-2013</td>
<td>32</td>
</tr>
<tr>
<td>2013-2014</td>
<td>36</td>
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<table>
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<tr>
<th>Quarters</th>
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<tr>
<td>Fall</td>
<td>31</td>
</tr>
<tr>
<td>Spring</td>
<td>22</td>
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<tr>
<td>Summer</td>
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### MHS Program Even/Odd Year Course Sequence

<table>
<thead>
<tr>
<th>Fall semester (Odd years)</th>
<th>Full semester (Even years)</th>
</tr>
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<tbody>
<tr>
<td>MIIS 510 Systems and Policy in Healthcare</td>
<td>MIIS 510 Systems and Policy in Health Care</td>
</tr>
<tr>
<td>MIIS 670 Biostatistics in Health Sciences</td>
<td>MIIS 670 Biostatistics in Health Sciences</td>
</tr>
<tr>
<td>MIIS 698 Research Project or MIIS 699 Thesis</td>
<td>MIIS 698 Research Project or MIIS 699 Thesis</td>
</tr>
<tr>
<td>MIIS 779 Continuing Research</td>
<td>MIIS 779 Continuing Research</td>
</tr>
<tr>
<td>EMC 650 EMS System Reimbursement and Finance</td>
<td>EMC 645 EMS System Design and Operations</td>
</tr>
<tr>
<td>MIIS 538 Program Planning and Evaluation</td>
<td>MIIS 534 Training &amp; Development in HC Organizations</td>
</tr>
<tr>
<td>MIIS 664 Legal Environment</td>
<td>MIIS 564 Cost Containment</td>
</tr>
<tr>
<td>ND 541 Nutritional Biochemistry – I</td>
<td>MHS 660 Health Care Marketing</td>
</tr>
<tr>
<td>ND 551 Medical Nutritional Therapy – I</td>
<td>ND 630 Nutrition Throughout the Life Cycle</td>
</tr>
<tr>
<td>ND 635 Nutrition Education</td>
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</table>

<table>
<thead>
<tr>
<th>Spring semester (Odd years)</th>
<th>Spring semester (Even years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIIS 675 Research Methodology in the Health Sciences</td>
<td>MIIS 675 Research Methodology in the Health Sciences</td>
</tr>
<tr>
<td>MIIS 698 Research Project or MIIS 699 Thesis</td>
<td>MIIS 698 Research Project or MIIS 699 Thesis</td>
</tr>
<tr>
<td>MIIS 779 Continuing Research</td>
<td>MIIS 779 Continuing Research</td>
</tr>
<tr>
<td>EMC 620 Ethics in Educational Leadership</td>
<td>MHS 530 Theoretical Foundations of Public Health</td>
</tr>
<tr>
<td>ENVH 570 Principles of Epidemiology</td>
<td>MHS 532 Principles of Clinical &amp; Worksite Education and EMC 520 EMS Education and Training (X-listed)</td>
</tr>
<tr>
<td>MIIS 540 Health Communications</td>
<td>MHS 665 Quality Performance and EMC 640 Quality Improvement in EMS (X-listed)</td>
</tr>
<tr>
<td>MIIS 668 Health Care Informatics</td>
<td>MHS 562 Leadership Strategies</td>
</tr>
<tr>
<td>ND 637 Advanced Medical Nutrition Therapy</td>
<td>ND 552 Medical Nutrition Therapy – II</td>
</tr>
<tr>
<td></td>
<td>ND 639 Vitamins &amp; Minerals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session (Even years)</th>
<th>Summer Session (Odd years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIIS 696 Research Seminar in Health Sciences</td>
<td>MIIS 696 Research Seminar in Health Sciences</td>
</tr>
<tr>
<td>MIIS 698 Research Project or MIIS 699 Thesis</td>
<td>MIIS 698 Research Project or MIIS 699 Thesis</td>
</tr>
<tr>
<td>MIIS 779 Continuing Research</td>
<td>MIIS 779 Continuing Research</td>
</tr>
<tr>
<td>EMC 530 EMS Response to Community/Public Health Disasters</td>
<td>MHS 510 Systems and Policy in Healthcare *DI section</td>
</tr>
<tr>
<td>MHS 510 Systems and Policy in Healthcare *DI section</td>
<td>MHS 536 Educational Technology in Health Sciences</td>
</tr>
<tr>
<td>MHS 630 Medicare and Medicaid</td>
<td>MHS 662 Problem Solving and Decision Making, and EMC 663 Quantitative Methods and Decision-Making (X-listed)</td>
</tr>
<tr>
<td>ND 633 Public Health Nutrition</td>
<td>MHS 665 Quality Performance (2013 only)</td>
</tr>
<tr>
<td></td>
<td>ND 610 Geriatric Nutrition</td>
</tr>
</tbody>
</table>

**Bolded** courses taught each year or semester as listed  *DI section for Dietetic Interns

Revised 3/21/2012; updated 3/22/2013; reviewed 10/2014
Program Development Plan

Program: Masters of Health Sciences  
Department: School of Health Sciences  
Date: 05/31/09

Strengths:
- Quality, dedication, and initiative of all the current faculty of both the current and revised program.
- Proposed curriculum, for the most part, is also sound and creates an appropriate interdisciplinary approach to studies in the various concentrations.
- The excellent work of the Faculty Center, which enables current and future MHS faculty the ability to develop enhanced online and web-enhanced course offerings in a way that many larger universities have ignored to date.

Recommendations for Improvement:

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>Strategic Action(s)</th>
<th>Resources needed</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
</table>
| 1  | Move forward with an expanded MHS Degree Program that adds the two new concentrations of Athletic Training and Emergency Medical Care to the resident degree program. | • EMC concentration was approved in March ’08. Linda has included a request for EMC faculty in staffing plan. (14 EMC students admitted – Fall 2008)  
• Athletic training will be reviewed in Sept. by Grad Council (ATTR option on hold until S10 – faculty resource issues) | Current | PD, EMC PD | Fall ’08 ✓ |

PD, ATTR PD  
Fall 2009 ✓
<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>Strategic Action(s)</th>
<th>Resources needed</th>
<th>Costs</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gerontology Curriculum needs to be revisited Fall '09; submit modifications</td>
<td>• Added 2 new courses (GERN 520/GERN 630 added) Courses renamed w/MHS prefix; MHS 630 moved to the Health Management concentration 2010.</td>
<td>C= current R= reallocation N=new</td>
<td></td>
<td>PD, DH</td>
<td>Sp '09 √</td>
</tr>
<tr>
<td></td>
<td>**Note: MHS Gerontology concentration and Gerontology Certificate program closed in spring 2009 due to lower enrollment and required budgetary cuts from General Administration.</td>
<td>• Review admission criteria for gerontology certificate (criteria reviewed by PD/faculty; retained as is)</td>
<td></td>
<td></td>
<td>PD, MHS faculty</td>
<td>Fall '08 √</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop modifications for curriculum (Revised Certificate course structure; adding 2 new courses; strengthened application of Certificate courses to MHS degree GERN concentration)</td>
<td></td>
<td></td>
<td>PD, MHS faculty</td>
<td>Sp '09 √</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schedule review of Gerontology by external consultant (AGHE Program Development Guide publication ordered to institute 1\textsuperscript{st} step in review; $65; on-site consultation pending budget resources)</td>
<td></td>
<td></td>
<td>PD, Dean, DH</td>
<td>Sp '09</td>
</tr>
<tr>
<td>2</td>
<td>Association of Gerontology in Higher Education – Consultation website:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall '09</td>
</tr>
<tr>
<td></td>
<td>Strive over time to have a distance education degree designation for the MHS Program.</td>
<td>• Submit Appendix F/Impact Assessment to move MHS Core Courses, Health Education, Health Management, Gerontology, EMC, Athletic Training online. Submit Appendix G when F is approved. (Impact statements completed for core courses, GERN &amp;</td>
<td></td>
<td>PD, DH, Educational Outreach</td>
<td>Fall '08 √</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Note: Approval of Distance Learning designation received on April 24, 2011.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Summer 09</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall 2010</td>
</tr>
<tr>
<td>#</td>
<td>Recommendation</td>
<td>Strategic Action(s)</td>
<td>Resources needed</td>
<td>Costs</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------</td>
<td>-----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>4</td>
<td>Retain current MHS faculty and plan for additional tenure track and “expert practitioner” faculty.</td>
<td>Dean Stanford has included these requests in '09-'10 staffing plan</td>
<td></td>
<td></td>
<td>Dean, DH</td>
<td>Spring '09</td>
</tr>
<tr>
<td>5</td>
<td>Increase the research capabilities of current and future staff with a combination of release time from courses as well as funds for conference participation.</td>
<td>Dept will review SCH generation and revise load when appropriate</td>
<td></td>
<td></td>
<td>DH, Dean, PD</td>
<td>Summer '09</td>
</tr>
<tr>
<td>6</td>
<td>Add at least 1.5 full time administrative staff to the MHS Program to assist with the varied and sundry administrative duties that are now handled by educational faculty.</td>
<td>Request has been made for the school a .3 staff person</td>
<td></td>
<td></td>
<td>DH, Dean</td>
<td>Spring '09</td>
</tr>
</tbody>
</table>
| 7 | Continue, at the highest levels of WCU administration, to enhance all graduate program distance education by working to change antiquated tuition charges and reimbursement schemes that prevent WCU for enhancing its graduate education future. | • GA Agenda  
• UNC-Tomorrow                                                              |                 |       | Dean, Chancellor       | Continuous     |
Western Carolina University
Master of Health Sciences (MHS)
School of Health Sciences
College of Health & Human Sciences
Annual Assessment Report for 2008-2009

Annual Assessment Report - Instructions
The purpose of the Annual Assessment Report is to provide an update on the assessment of student learning outcome(s) identified in your 2006 Program Assessment Plan. You are not expected to provide results for all outcomes included in your assessment plan, but you must report results and planned changes/improvements for at least one.

Primary Contact Information:

Marianne Hollis, PhD, RN; Assistant Professor, Program Director
Moore G-06
828-227-2660
mhollis@email.wcu.edu

Student Learning Outcome(s) assessed in 2008-2009

"Ensure that MHS students are competent in the design and application of research to clinical and organizational problems.”

From 2005-2006 MHS Assessment Plan

Background: A curriculum revision change in spring 2005 eliminated the ‘Comprehensive Exam’ completion option for students in the MHS program. This change shifted the focus of program activities to facilitate improved knowledge, skills and academic rigor in the completion of required student research. An additional target on improving student research was a more formalized expectation for dissemination and sharing of research results with the academic, regional professional and broader peer-review community. Central to the mission of the MHS Program is the development of health care and health services leaders, who can communicate, innovate and perform effectively in a health care delivery and policy decision-making environment. Decision-making based on research inquiry and documented evidence of ‘best practices’ contributes to the engagement of MHS students and faculty in the health care community even beyond the regions we serve.

Methods of Assessment:

Fully implemented new Research courses sequence in August 2008: MHS 670 (Biostatistics - Fall) \(\rightarrow\) MHS 675 (Research Methodology - Spring) \(\rightarrow\) MHS 696 (Research Seminar – Summer elective) \(\rightarrow\) MHS 698 (Research Project or MHS 699 (Thesis) to ensure research and scholarship expectations of MHS graduates. This is the same proposed program change presented 2007 during the SOTL Faire conference by Marianne Hollis & Ann Hallyburton.('Learning Research Can be Fun!')
'Student Evaluation of Scholarly Research'; research to assess improved teaching and learning outcomes for MHS students; assessment of impact of new Biostatistics course (students assessed pre/post Biostats); (Marianne Hollis, Ann Hallyburton & Michael Hubble). Timeline: IRB preparation (summer 2008); data collection (summer 2008 → fall 2008); analysis and preparation for publication (spring 2008 → summer 2009)

On-going assessment of student evaluation data (both quantitative/qualitative) related to research courses; use as basis of course/program improvements related to student experience/skill in research.

Data collected and analyzed by MHS faculty to develop/revise criterion-based completion option outcomes which are consistent across concentrations. (Research Project Guidelines & Expectations – Note under 'Implementation')

Issue related to Support of Learning Outcome:
On-going assessment/matching of graduate faculty to serve as project/thesis director for student research; based on topic/expertise of faculty member, workload considerations and availability during the semester. A program priority is to spread faculty obligations over the course of the academic year (including summer sessions).

Results of Assessment:

Course evaluation data from MHS 675 (spring 2008) and MHS 696 (summer 2008) strongly supported the changes in (1) curriculum structure, (2) course activities (critique guidelines for research, group critique of proposal drafts, appreciation for developing ‘critique’ skills with peers), (3) research and writing resources provided (Ann Hallyburton, Barbara Hardie, Dr. Chris Snyder, [use of Turnitin™ and Ultimate™ Survey] and IRB expectations and process steps (Online forms & instructions; proposed WCU-IRB online training).

Qualitative ‘Research Journal’ reflection assignments in MHS 696 (Su 2008) provided insight into student perceived needs in the following areas: (a) topic selection including ‘narrowing the scope’; (b) timeline volatility/anxiety of research completion; (c) working with designated faculty director/chair; and (d) contingency planning if original topic/scope ‘falls through’.

Twenty-six (26) students completed the first ‘Biostatistics for Health Sciences’ course offered in fall 2008 by Dr. Michael Hubble. Dr. Hubble’s use of multimedia for content delivery (MP3; podcast) provided students with the means to review and reinforce content for increased retention. Students expressed more confidence of their knowledge and the application of statistics principles to study design and data analysis activities during research.

Impact of a separate Biostatistics course ‘freed’ time in the spring 2009 Research Methodology (MHS 675) course; increased emphasis on (a) topic development and narrowing of scope; (b) grant funding activities (Guest Facilitator: Dr. Michelle Hargis) for research and (c) dissemination activities (Guest Panel of MHS alumni: ‘Research Process & Impact in the
Workplace') within students' work organizations and communities – increasing the potential for engagement. Panel discussion videotaped, edited; selected 'sound bites' to be added to MHS website new 'Research' page (target fall 2009).

MHS 696 (Research Seminar) was changed from a 'core course' to an 'elective'; placed in the summer session; providing additional support and feedback for research proposal development. This change accommodates students' unique needs during research and maintains the MHS degree at 36 hours of coursework.

Selected Topics of research projects/theses by concentration (2009-2010):

- The Relationship of Employee Satisfaction & Employee Staffing Levels (EMC)
- Factors Influencing Blood Donations by African Americans (Gerontology)
- Improvement in Stroke Diagnosis after Implementation of MEND exam (EMC)
- Pre-hospital Administration of TNKase (EMC)
- Comparison of Typical Portion Sizes to Standard Serving Size for College Students (Nutrition)
- Barriers to Utilization of Adult Day Health Program by Primary Care Providers in Henderson County (Gerontology)
- Barriers to Adult Immunization Among Hispanic Inpatients (Health Education)
- Eating Habits, Weight Gain and Pregnancy Outcomes in Obese Women (Nutrition)
- The Role of Consumer-Driven Health Behavior in the Decision to Undergo Genetic Testing (Health Management)
- 'LEAN' Methodology Implementation in a Rural Hospital (Health Management)
- Artherectomy Outcomes for Patients at Mission Hospitals (Health Management)
- Comparison of Cultural Competence Among Student Nurses in Associate and Baccalaureate Degree Programs (Health Education)

Dissemination of Results:

Results/progress on plans for improved student research outcomes were shared with School Director, MHS faculty and graduate Health Sciences faculty involved in directing student projects; the rationale for curriculum design supporting this outcome was one central theme shared with the MHS Program Review team in February 2008.

Student presentation of research results at the (a) Mission Hospitals Annual Nursing Research Symposium on November, 2008 (1 student); (b) Graduate Research Symposium on March, 2009 (1 student); (c) Evergreen Paper Products (1 student); and (d) MHS Research Day April 2008 (7 students) & 2009 (4 students).

Presentation of student research Factors Affecting Advance Care Planning in Baby-Boom Age Women (faculty director co-presenter) at North Carolina Council on Aging Conference, October 2008, Greenville, NC.
Student research submitted for Graduate Research Symposium – Research Paper Award; Spring 2009 (Online Orientation of EMS Employees)

Submission of 'Student Evaluation of Scholarly Research' assessment findings to a peer-reviewed journal in August, 2009

Preparation for publication in appropriate peer-reviewed, professional association journals and community publications in progress in collaboration with MHS faculty include the following: (1) Online Orientation of EMS Employees (Fall 2008 – Health Education); (2) Community Connections – Reaching Seniors (Spring 2009 – Gerontology; submitted to The Gerontologist 5/09); and (3) Hospital Lab Troponin Turnaround Time & Emergency Department Chest Pain Patient Length of Stay (Spring 2009 – Health Management)

Implementation Plans:

Monitoring of new course – ‘Biostatistics in Health Sciences’; course now one of the 3 MHS ‘Core Courses’; Dr. Mike Hubble prepared initial syllabus and course materials; submitted for curriculum approval in Fall 2008; Timeline: initial offering in fall 2008 with regular course positioning for each fall. This new course is part of an overall redesign and revision of the MHS Program offerings. **Critical to the success of this and other graduate level statistics courses is access to and support (technical/ analytical) of statistical analysis software tools (e.g., SPSS)

Use of ‘Memorandum of Understanding’; adapted from University of Florida model; establishes boundaries and responsibilities of faculty-student work on research projects; outlines intellectual property rights for student and faculty use, publication and presentation of materials; Timeline: full implementation in Health Education concentration; offered for use to other MHS and graduate faculty working with student research projects (See Attached ‘Memorandum of Understanding’); target full use – spring 2010.

Another revision of MHS 698 ‘Research Project Guidelines and Expectations’ document to reflect outcomes consistent with WCU Thesis Guidelines revised this past year by the Graduate School (used for thesis option - MHS 699). This revision will include expectations regarding required courses, proposal development, faculty director determination, IRB requirements, setting realistic timelines, and options for dissemination of research. Timeline: revision during summer-fall 2009 by MHS Program Director; input from recent student graduates, faculty directors and other stakeholders (WCU staff offering research support and selected community leaders) during fall 2009. Target implementation: January 2010.

Survey of graduate students experiencing the revised course sequence and research project process; survey design by MHS faculty and all faculty involved in the process; survey delivery using new WCU-supported online survey program; this will be part of the bi-annual survey of MHS students scheduled for Fall-Spring 2010. Timeline: survey development (summer-fall 2009), delivery of survey (late fall 2009 – early spring 2010); data analysis (spring 2010); dissemination of preliminary results and proposed follow-up actions (spring-summer 2010).
Ongoing assessment of student evaluation data; implement specific course evaluation for MHS 698/MHS 699 to match process and outcomes measurement of curriculum/program changes. **Timeline:** each semester; aggregate data analysis → actions; MHS Director, MHS faculty

Integrate MHS students directly in the process of research support improvements; collaborating with faculty on assessment, design, data collection & analysis and dissemination (through presentations and/or publication).

**Summary:**

Since the original curriculum change in spring 2005 that focused on research as the ‘synthesis’ activity for MHS students, consistent improvements have been measured/observed in the growing commitment to and improved scholastic rigor of student research. These improvements include direct application of research findings, presentation of findings and submission of manuscripts for publication. In concert with a broad MHS program redesign initiative, maximizing student learning outcomes serves as a means to student success as leaders in the health sciences field. Students are directly involved in the ‘conversation of scholarship’ with classmates, faculty, work colleagues and professional development groups. As one student reflected:

"I think about my work differently now; I see the potential for using research every day. I never thought that way before starting this program."

This trend of improvement promises continued growth and enthusiasm by MHS faculty and the students themselves, as they commit to improve their program of study. The Quality Enhancement Plan (QEP) initiative provides the structural framework for improved assessment of all student learning outcomes in the MHS program in the future.
Western Carolina University

Master of Health Sciences (MHS)

School of Health Sciences

College of Health & Human Sciences

Annual Assessment Report for 2009-2010

Annual Assessment Report - Instructions
The purpose of the Annual Assessment Report is to provide an update on the assessment of student learning outcome(s) identified in your 2006 Program Assessment Plan. You are not expected to provide results for all outcomes included in your assessment plan, but you must report results and planned changes/improvements for at least one.

Primary Contact Information:

Marianne Hollis, PhD, RN; Assistant Professor, Program Director
Moore G-06
828-227-2660
mhollis@email.wcu.edu

Student Learning Outcome(s) assessed in 2009-2010

"Ensure that MHS students are competent in the design and application of research to clinical and organizational problems."

From 2005-2006 MHS Assessment Plan

Background: A curriculum revision change in spring 2005 eliminated the ‘Comprehensive Exam’ completion option for students in the MHS program. This change shifted the focus of program activities to facilitate improved knowledge, skills and academic rigor in the completion of required student research. An additional target on improving student research was a more formalized expectation for dissemination and sharing of research results with the academic, regional professional and broader peer-review community. Central to the mission of the MHS Program is the development of health care and health services leaders, who can communicate, innovate and perform effectively in a health care delivery and policy decision-making environment. Decision-making based on research inquiry and documented evidence of ‘best practices’ contributes to the engagement of MHS students and faculty in the health care community even beyond the regions we serve.

Methods of Assessment:

Two complete cycles of the fully implemented Research courses sequence will conclude in August 2010: MHS 670 (Biostatistics – every fall) → MHS 675 (Research Methodology – every spring) → MHS 696 (Research Seminar – 9-wk summer elective) → MHS 698 (Research Project – scheduled with faculty) or MHS 699 (Thesis – scheduled with faculty chair/committee) to ensure research and scholarship expectations of MHS graduates. This sequencing change was the culmination of proposed program change presented in April 2007 during the SOTL Faire conference by Marianne Hollis & Ann Hallyburton ("Learning Research Can be Fun!").
Prerequisite evaluation of new research course sequence: MHS faculty will use student evaluation and performance data over the last 2 academic years to decide where certain of these courses need to have/or be prerequisites to other courses in the research sequence (E.g., MHS 675 – Research Methods before MHS 696 – Research Seminar).

'Student Evaluation of Scholarly Research'; research to assess improved teaching and learning outcomes for MHS students; assessment of impact of new Biostatistics course (students assessed pre/post Biostats) on health literacy comprehension and use of research findings on health behavior recommendations for themselves and others; (Marianne Hollis, Ann Hallyburton & Michael Hubble). Timeline: IRB approval (summer 2008); data collection (summer 2008 → spring 2009); analysis and preparation for publication (summer 2009→spring 2010)

'Reflective Journals: Analysis of Supportive Themes in a Graduate Research Seminar'; qualitative research during summer 2010 seeks to identify student needs and challenges during the research process; follow-up to pilot assignment during same course in summer 2009. Data will be used to improve supportive teaching and learning activities related to student research. Timeline: IRB approval (spring 2010); data collection (summer 2010); analysis (fall 2010); share data and consult with MHS faculty involved in student research and research courses (fall 2010 → spring 2011); integration of results in QEP development and program planning (spring 2011 → summer 2011)

Expand the use of MHS alumni interactions with current students for 'real-life' connections to the student research experience and opportunities for mentoring. Began with a one-time Panel Discussion in MHS 675 (spring 2009) of 6 alumni.

Foster ‘mixed methods’ and use of qualitative research methods for student research. Student outcomes will be measured each semester to assess use of these methods. Textbook in MHS 675 – Research Methods changed to give balanced perspective and instruction for both qualitative and quantitative methods. Faculty with qualitative research experience have co-taught or were guest speakers to share their experiences. Timeline: MHS 675 Textbook change (spring 2010); monitor student research topic and methods (fall 2010 → present); identify 'mixed' or 'qualitative' studies when completed (on going)

On-going assessment of student evaluation data (both quantitative/qualitative) related to research courses; use as basis of course/program improvements related to student experience/skill in research.

Data collected and analyzed by MHS faculty to develop/revise criterion-based completion option outcomes which are consistent across concentrations. (Research Project Guidelines & Expectations – Note under ‘Implementation’)

Issues related to Support of Learning Outcome:
On-going assessment/matching of graduate faculty to serve as project/thesis director for student research; based on topic/expertise of faculty member, workload considerations and availability during the semester. A program priority is to spread faculty obligations over the course of the academic year (including summer sessions).

Over the past year, sustained growth in admissions to the MHS program has impacted the project/thesis process in two respects: (1) increased number of full-time students not traditionally a part of the MHS student mix; and (2) workload issues for faculty working with students on individual research while maintaining normal/optimal course loads per semester. While we have been relatively successful in spreading this workload obligation over the course of the academic year, summer sessions are still times when faculty is usually not available.

Results of Assessment:

Course evaluation data from MHS 675 (spring 2009_spring 2010) and MHS 696 (summer 2009) strongly supported the changes in (1) curriculum structure, (2) course activities (critique guidelines for research, group critique of proposal drafts, appreciation for developing ‘critique’ skills with peers), (3) research and writing resources provided (Ann Hallyburton and Barbara Hardie), exposure to Ultimate™ Survey software (now Qualtrics™) and grant funding processes facilitated by Dr. Michelle Hargis (spring 2009). Dr. Hargis co-taught MHS 675 with Dr. Marianne Hollis in spring 2010 and further expanded her role as educator and her expertise in funded research in assisting students in development of their research proposals. Dr. Hollis’ service as a member of the WCU Institutional Review Board (IRB) contributed to student understanding of the IRB expectations and process steps (Online forms & instructions; WCU-IRB online training required assignment of MHS 675).

Qualitative ‘Research Journal’ reflection assignments in MHS 696 (pilot Su 2009) provided insight into student perceived needs in the following areas: (a) topic selection including ‘narrowing the scope’; (b) timeline volatility/anxiety of research completion; (c) working with designated faculty director/chair; and (d) contingency planning if original topic/scope ‘falls through’. SOTL project using these journal assignments is in progress (Su 2010).

The first fully qualitative study was completed in spring 2010 by an MHS student in the Gerontology concentration. “Advance Directive Planning in the African-American Community: An Intergenerational Study”. This student has been asked to present her study to the WCU Qualitative Research Group (QRG) meeting in fall 2010.

More than 36 students have completed MHS 670 - ‘Biostatistics for Health Sciences’ course since it was first offered in fall 2008 by Dr. Michael Hubble. This is now an MHS ‘Core Course’, and is offered completely online. Dr. Hubble’s use of multimedia for content delivery (MP3; podcast) provided students with the means to review and reinforce content for increased retention. Students expressed more confidence of their knowledge and the application of statistics principles to study design and data analysis activities during research.
The Guest Panel of MHS alumni in Sp 2009 was expanded in Sp 2010 by presenting MHS alumni guest speakers over the course of the semester so that more time could be used to discuss the details of the research process, challenges, strategies to overcome set-backs, and how alumni's research has been used or benefited them in the workplace and/or communities. WIMBA sessions archived for repeat viewing.

MHS Research webpage developed in fall 2009 → spring 2010. MHS alumni gave permission to display PDF-protected copies of the abstracts of their completed research http://www.wcu.edu/26641.asp Additions to this page will be conference presentations, publications and awards for MHS alumni and faculty.

**Selected Topics of research projects/theses by concentration (2009-2010):**

- Advance Directive Planning in the African-American Community: An Intergenerational Study (Gerontology)
- Role of Local Farmers’ Markets in Motivating Food Choice in Rural Western North Carolina (Health Education)
- Factors Influencing Blood Donations by African Americans (Gerontology)
- Improvement in Stroke Diagnosis after Implementation of MEND exam (EMC)
- Exposure of Health Occupation Students to Emergency Medical Services as a Profession (EMC)
- Influence of Fast Food portion size on Personally Prepared Foods (Nutrition)
- Barriers to Utilization of Adult Day Health Program by Primary Care Providers in Henderson County (Gerontology)
- A Model for Care of the Elderly Patient with Delirium in the Emergency Department (Health Education)
- Attitudes of Adolescents towards Fruit & Vegetable Consumption following Participation in a Summer Camp Gardening Project (Nutrition)
- The Role of Consumer-Driven Health Behavior in the Decision to Undergo Genetic Testing (Health Management)
- ‘LEAN’ Methodology Implementation in a Rural Hospital (Health Management)
- Comparison of Cultural Competence Among Student Nurses in Associate and Baccalaureate Degree Programs (Health Education)

**Dissemination of Results:**

Results/progress of student research outcomes shared with School Director, MHS faculty and graduate Health Sciences faculty involved in directing student projects.

Student presentations included state, regional and national meetings at the NC Public Health Association; MHS Annual Research Day April 2010 (4 students).
“The role of simulation training in improving endotracheal intubation psychomotor competency among paramedics” (S Ward - EMC) has been accepted by a national EMS journal for fall issue 2010.

“Community Connections – Reaching Rural Seniors” (B Vielleux – Gerontology) has been submitted to the Rural Health Journal for review in June 2010; (prior review by Gerontologist and Annual of Gerontology in fall 2009).

S West (Gerontology) was invited to speak at the International Conference of Advance Care Planning session in Barbados, fall 2009. Ms. West also received the NC Public Health Association Scholar Award in fall 2009 with a cash award of $1,500.

Submission of ‘Student Evaluation of Scholarly Research’ assessment findings to a peer-reviewed journal is scheduled for June, 2010.

**Implementation Plans:**

Use of ‘Memorandum of Understanding’; adapted from University of Florida model; establishes boundaries and responsibilities of faculty-student work on research projects; outlines intellectual property rights for student and faculty use, publication and presentation of materials; **Timeline:** current implementation in Health Education and EMC concentrations; offered for use to other MHS and graduate faculty working with student research projects (See Attached ‘Memorandum of Understanding’); target full use – fall 2010.

Another revision of MHS 698 course syllabus will include pertinent items from the prior ‘Research Project Guidelines and Expectations’ document. These changes will reflect outcomes consistent with WCU Thesis Guidelines revised this past year by the Graduate School (used for thesis option - MHS 699). This revision will include expectations regarding required courses, proposal development, faculty director determination, IRB requirements, setting realistic timelines, and expectations for dissemination of research. **Timeline:** revision during summer-fall 2009 by MHS Program Director; input from alumni, faculty directors and other stakeholders (WCU staff offering research support and selected community leaders) during fall 2009 → spring 2010. Target implementation: August 2010.

Survey of graduate students experiencing the revised course sequence and research project process; survey design by MHS faculty and all faculty involved in the process; survey delivery using new WCU-supported online survey program; this will be part of the **bi-annual survey of MHS students** scheduled for Fall-Spring 2010. **Timeline:** survey development (summer-fall 2010), delivery of survey (late fall 2010 – early spring 2011); data analysis (spring 2011); dissemination of preliminary results and proposed follow-up actions (spring-summer 2011). Integrate findings into QEP activities scheduled to begin in fall 2011.

Ongoing assessment of student evaluation data; implement specific course evaluation for MHS 698/MHS 699 to match process and outcomes measurement of curriculum/program changes. **Timeline:** each semester; aggregate data analysis → actions; MHS Director, MHS faculty
Integrate MHS students directly in the process of research support improvements; collaborating with faculty on assessment, design, data collection & analysis and dissemination (through presentations and/or publication).

Summary:

Since the original curriculum change in spring 2005 that focused on research as the ‘synthesis’ activity for MHS students, consistent improvements have been measured/observed in the growing commitment to and improved scholastic rigor of student research. These improvements include direct application of research findings to workplace productivity and community program development and evaluation, presentation of findings and submission of manuscripts for publication. In concert with a broad MHS program redesign initiative, maximizing student learning outcomes serves as a means to student success as leaders in the health sciences field. Students are directly involved in the ‘conversation of scholarship’ with classmates, faculty, work colleagues and professional development groups. As one student reflected:

“I never saw the value of research in my everyday work life before. Now I understand that better productivity comes from making good decisions; those decisions must be based on good data.”

“I think about my work differently now; I see the potential for using research every day. I never thought that way before starting this program.”

“Now I understand why learning about public health theories is so important; it totally helped me frame my research project and keep focused on the goal.”

This trend of improvement promises continued growth and enthusiasm by MHS faculty and the students themselves, as they commit to improve their program of study. The Quality Enhancement Plan (QEP) initiative provides the structural framework for improved assessment of all student learning outcomes in the MHS program in the future.
Western Carolina University
Master of Health Sciences (MHS)
School of Health Sciences
College of Health & Human Sciences
Annual Assessment Report for 2010-2011

Annual Assessment Report - Instructions
The purpose of the Annual Assessment Report is to provide an update on the assessment of student learning outcome(s) identified in your 2006 Program Assessment Plan. You are not expected to provide results for all outcomes included in your assessment plan, but you must report results and planned changes/improvements for at least one.

Primary Contact Information:

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Student Learning Outcome(s) assessed in 2010-2011

“Ensure that MHS students are competent in the design and application of research to clinical and organizational problems.”

From 2005-2006 MHS Assessment Plan

Background: A curriculum revision change in spring 2005 eliminated the ‘Comprehensive Exam’ completion option for students in the MHS program. This change shifted the focus of program activities to facilitate improved knowledge, skills and academic rigor in the completion of required student research. An additional target on improving student research was a more formalized expectation for dissemination and sharing of research results with the academic, regional professional and broader peer-review community. Central to the mission of the MHS Program is the development of health care and health services leaders, who can communicate, innovate and perform effectively in a health care delivery and policy decision-making environment. Decision-making based on research inquiry and documented evidence of ‘best practices’ contributes to the engagement of MHS students and faculty in the health care community even beyond the regions we serve.

Methods of Assessment:

Three complete cycles of the fully implemented Research courses sequence will conclude in August 2011: MHS 670 (Biostatistics – every fall) → MHS 675 (Research Methodology – every spring) → MHS 696 (Research Seminar – summer session elective) → MHS 698 (Research Project – scheduled with faculty) or MHS 699 (Thesis – scheduled with faculty chair/committee) to ensure research and scholarship expectations of MHS graduates. This sequencing change was the culmination of proposed program change initially presented in April 2007 during the SOTL Faire conference by Marianne Hollis & Ann Hallyburton (‘Learning Research Can be Fun!’).
Evaluation of research courses sequencing: Multiple methods of evaluation over the last 2-1/2 years have demonstrated the efficacy of the current Research courses sequence. In addition to formal comments on course SAs, qualitative research journal data and anecdotal comments have supported students’ preferences and benefits of the cycle. Based on these data, the current plan is to continue with the present sequence, but without any curricular change requiring prerequisite status. Any deviation from the current sequence will be at the discretion of a student’s advisor in consultation with the MHS Program Director if needed. Timeline: Ongoing

‘Student Evaluation of Scholarly Research’: research to assess improved teaching and learning outcomes for MHS students; assessment of impact of new Biostatistics course (students assessed pre/post Biostats) on health literacy comprehension and use of research findings on health behavior recommendations for themselves and others; (Marianne Hollis, Ann Hallyburton & Michael Hubble). Timeline: Manuscript submitted for publication May 10, 2011 to the International Journal of Social Research Methodology.

‘Reflective Journals: Analysis of Supportive Themes in a Graduate Research Seminar’: qualitative research in MHS 696: Research Seminar continues during summer 2011 identifying student needs and challenges during the research process; follow-up to pilot assignment during same course in summer 2009. Data has been used to make adjustments in structure and logistics in the spring Research Methodology course and improve supportive teaching and learning activities related to student research overall. Timeline: shared data and consulted with MHS faculty involved in student research and research courses (fall 2010 → spring 2011); integration of results in QEP development and program planning (spring 2011 → summer 2011); integration of final summer’s data and preparation of manuscript for publication December 2011.

MHS alumni mentoring current students for ‘real-life’ connections to the student research experience and opportunities for practical application of research in workplace and advanced academic settings. Began with a one-time Panel Discussion in MHS 675 (spring 2009) of 6 alumni. Student SAs and anecdotal comments gave ‘glowing’ reviews and asked for more time with alumni. Alumni involvement was expanded in MHS 675 (spring 2010 and 2011). Alumni speakers were scheduled throughout the course. Alumni were matched, when possible, for specific research issues and course topics, such as: finding a topic, needing a ‘plan B, C’, working with health care and community agencies, validation of self-designed instruments, sample size issues and data analyses procedures. Timeline: Ongoing activity that will share skill, rigor and experiences of recent & future alumni with upcoming students.

Foster ‘mixed methods’ and use of qualitative research methods for student research. Student outcomes will be measured each semester to assess use of these methods. Textbook in MHS 675 – Research Methods changed to give balanced perspective and instruction for both qualitative and quantitative methods. Faculty with qualitative research experience has co-taught or were guest speakers to share their experiences. New EDCI course in Qualitative Research for fall 2011 promoted as possible elective option to current students. Timeline:
Retained MHS 675 Textbook that was changed in 2010; Increase in student research topic and methods since that change; 6 students engaged in either mixed methods approaches or completely qualitative research projects (fall 2010 → spring 2011); continue to foster, identify and mentor ‘mixed’ or ‘qualitative’ studies (ongoing)

On-going assessment of student evaluation data (both quantitative/qualitative) related to research courses; use as basis of course/program improvements related to student experience/skill in research.

Issues related to Support of Learning Outcome:
On-going assessment/matching of graduate faculty to serve as project/thesis director for student research; based on topic/expertise of faculty member, workload considerations and availability during the semester. A program priority is to spread faculty obligations over the course of the academic year (including summer sessions when possible) and expanding the availability of graduate level faculty for student mentorship of research.

Over the past two years, sustained growth in admissions to the MHS program has continued to impact the project/thesis process in two respects: (1) increased number of full-time students as part of the new MHS student mix (approximately 40%); and (2) faculty workloads that incorporate working with students on individual research while maintaining normal/optimal course loads per semester.

While we have been relatively successful in spreading this workload obligation over the course of the academic year, minimal number of faculty are available during summer sessions and spring semester is still the predominant time period when students are engaged in completing their research. Recent program prioritization activities have been an important forum for addressing this issue for the future. I am so grateful to our faculty who has dedicated their time and expertise to our students’ research efforts.

Results of Assessment:

Course evaluation data from MHS 675 (spring 2010_spring 2011) and MHS 696 (summer 2010) continue to support the changes in (1) curriculum structure, (2) course activities (critique guidelines for research, group critique of proposal drafts, appreciation for developing ‘critique’ skills with peers), (3) research and writing resources provided (Ann Hallyburton and Barbara Hardie), exposure to Qualtric™ Survey software and grant funding processes facilitated by Dr. Michelle Hargis (spring 2010, 2011). Dr. Hargis co-taught MHS 675 with Dr. Marianne Hollis in spring 2010 and further expanded her role as educator and her expertise in funded research in assisting students in development of their research proposals. Dr. Elizabeth Tait taught a 2nd section of MHS 675 in spring 2011; working with Dr. Hollis’ section and bringing both sections together during ‘live’ and WIMBA sessions. Dr. Hollis’ 2nd year of service on the WCU Institutional Review Board (IRB) contributed to student understanding of the IRB expectations and process steps (Online forms & instructions; WCU-IRB online training required assignment of MHS 675).
Qualitative ‘Research Journal’ reflection assignments in MHS 696 (summer 2010) provided insight into student perceived needs in the following areas: (a) topic selection including ‘narrowing the scope’; (b) timeline volatility/anxiety of research completion; (c) working with designated faculty director/chair; and (d) contingency planning if original topic/scope ‘falls through’. SOTL project using these journal assignments continues for 3rd and final year (summer 2011).

Five additional qualitative (either fully or part of a mixed method) have been completed over the last academic year. The qualitative study completed in spring 2010, “Advance Directive Planning in the African-American Community: An Intergenerational Study” has been presented to the WCU Qualitative Research Group (QRG) and is currently under review in the peer-review journal, Omega – Journal of Death & Dying. Two students’ work has recently been accepted as peer-reviewed platform presentations at the North Carolina Council on Aging (NCCOA) Annual Meeting in October 2011. Two other students have submitted abstracts for platform and/or poster presentations at the upcoming North Carolina Public Health Association (NCPHA) Annual Meeting in Charlotte in October 2011.

Approximately 70 students have completed MHS 670 - ‘Biostatistics for Health Sciences’ course since it was first offered in fall 2008 by Dr. Michael Hubble. This is an MHS ‘Core Course’, and is offered completely online. Dr. Hubble’s use of multimedia for content delivery (MP3; podcast) provided students with the means to review and reinforce content for increased retention. Students continue to express more confidence of their knowledge and the application of statistics principles to study design and data analysis activities during research. One student remarked, “I was terrified at the very thought of statistics, now I use many of the analysis procedures in my job – it helps us make better decisions”.

The popular expansion of the MHS alumni in Sp 2010, presenting MHS alumni guest speakers over the course of the semester so that more time would be available has continued this year. Students and alumni speakers discuss the details of the research process, challenges, strategies to overcome set-backs, and how alumni’s research has been used or benefited them in the workplace and/or communities. WIMBA sessions archived for repeat viewing.

MHS Research displays PDF-protected copies of the abstracts of their completed research http://www.wcu.edu/26641.asp. Additions to this page will be conference presentations, publications and awards for MHS alumni and faculty.

Selected Topics of research projects/theses by concentration (2010-2011):

- “Impact of Emergency Room Experience on Delirium in the Hospitalized Geriatric Patient” (Health Education)
- “Differences in Sexual Behaviors, Attitudes and Beliefs of College Students based on High School Sex Education Type” (Health Education)
- “Body Image and Weight Loss Success among Members of the ‘Boot Camp’ Program at the YMCA” (Health Education)
- “A Study of Perceived Satisfaction and Quality by Non-Clinical Healthcare Electronic Medical Records (EMR) Users in Western North Carolina” (Health Management)
- “Electronic Medical Records Implementation: A Question of Resources” (Health Management)
- “Factors Related to Autoimmune Disease Incidence, Sunlight Exposure and Vitamin D Intake” (Nutrition)
- “What are Registered Dietitians Educating Children about the Use of Artificial Sweeteners” (Nutrition)
- “Dietary Habits, Weight Gain and Pregnancy Outcomes in Obese Women” (Nutrition)
- “Relationships between basic nutrition knowledge of low income parents, food choices and the weight status of their children” (Nutrition)
- “Effectiveness of breastfeeding education and support on initiation and duration among North Carolina WIC participants: A retrospective analysis” (Nutrition)
- “Comparing Prenatal and Postpartum Smoking Patterns among WIC Participants” (Nutrition)
- “A Retrospective Study Comparing Gender Differences in Perceived Pain Effectiveness Using Biofeedback Technology” (Gerontology)
- “Factors Influencing Physician Utilization of Adult Day Health Services in Henderson County, NC” (Gerontology)
- “Barriers to Blood Donation Among African Americans” (Gerontology)
- “Impact of Depression in Individuals with Type II Diabetes” (Health Education)
- “Prevalence of Sexual Dysfunction among Collegiate Women Ages 18-24” (Health Education)
- “Decreasing Daytime Agitation by Improving Sleep Quality” (Gerontology)

Selected Dissemination of Results:

Results/progress of student research outcomes shared with School Director, MHS faculty and graduate Health Sciences faculty involved in directing student projects.

Approximately 25 student presentations were done this year as part of local, state, regional and national settings and disciplines such as public health, health information, emergency medical care and gerontology. All (100%) of the EMC students submitting abstracts for presentations at state and national meetings were accepted.

One EMC student received the ‘Research Presentation Award’ at the EMS national meeting. This student competed with seasoned researchers and presenter in the field.

Both Decreasing Daytime Agitation by Improving Sleep Quality by S Dorr and Factors Influencing Physician Utilization of Adult Day Health Services in Henderson County, NC by K Reese accepted for platform presentations at the NCCOA Annual Meeting in October 2011.
Exposure of Health Occupation Students to Emergency Medical Services as a Profession by J Holloman (alumni) and M Hubble accepted for publication in Prehospital Emergency Care (publication date TBD).

Barriers to Completion of Advance Directives among African Americans aged 25-85: A Cross-generational Study by S West (alumni) and M Hollis currently under review by Omega – Journal of Death & Dying; submitted in April 2011.


Implementation Plans:

Continued use of 'Memorandum of Understanding'; adapted from University of Florida model; establishes boundaries and responsibilities of faculty-student work on research projects; outlines intellectual property rights for student and faculty use, publication and presentation of materials; Timeline: current implementation in Health Education and EMC concentrations; offered for use to other MHS and graduate faculty working with student research projects; planning session with graduate faculty to review utility and full use target date – fall 2011.

Another revision of MHS 698 course syllabus now includes pertinent items that reflect outcomes consistent with WCU Thesis Guidelines revised this past year by the Graduate School (used for thesis option - MHS 699). This revision will include expectations regarding required courses, proposal development, faculty director determination, IRB requirements, setting realistic timelines, and expectations for dissemination of research. Timeline: revision completed and implemented during summer 2010; implemented: August 2010 → present.

Survey of graduate students experiencing the revised course sequence and research project process; survey design by MHS faculty and all faculty involved in the process; survey delivery using new WCU-supported online survey program; this will be part of the bi-annual survey of MHS students scheduled for Fall-Spring 2010. Timeline: survey delivered in early spring 2011; data analysis (spring – summer 2011); dissemination of preliminary results and proposed follow-up actions to MHS graduate faculty (fall 2011). Integrate findings into QEP plan, activities and outcomes evaluation scheduled to begin in fall 2012.

Ongoing assessment of student evaluation data; implement specific course evaluation for MHS 698/MHS 699 to match process and outcomes measurement of curriculum/program changes. Timeline: each semester; aggregate data analysis → actions; MHS Director, MHS faculty

Integrate MHS students directly in the process of research support improvements; collaborating with faculty on assessment, design, data collection & analysis and dissemination (through presentations and/or publication).
Summary:

Since the original curriculum change in spring 2005 that focused on research as the ‘synthesis’ activity for MHS students, consistent improvements have been measured/observed in the growing commitment to and improved scholastic rigor of student research. These improvements include direct application of research findings to workplace productivity; community program development and evaluation; presentation of findings at state, regional and national meetings; and submission/acceptance of manuscripts in peer-reviewed publications.

In concert with a major MHS program redesign initiative implemented in 2008, improved student learning outcomes serve as a means to student success as leaders in the health sciences field. Students are directly involved in the ‘conversation of scholarship’ with classmates, faculty, work colleagues and professional development groups. As selected students reflected over the past year:

“I always thought research was something that other people did; but now I understand how a well-designed study can help me make decisions as a leader in my organization. I’m now part of the conversation.”

“I can’t begin to express my gratitude for the mentoring of my professor and fellow students in my research project. And being able to talk with former students about their experiences was great! I knew I wasn’t alone!

“Early on in the research classes, I was scared about having other students critique my work. Looking back on the experience, I see how valuable it was – not only to improving my project, but to building my own feedback skills. That was a bonus of the research process!”

“Believe it or not, I want to go on and get a doctorate. This research experience has really boosted my confidence – I can see the future – and I am making it!”

This last comment reflects a growing trend for the MHS program – increased numbers of students are completing, applying for and/or seriously considering advanced degree education.

The MHS program and faculty continue their commitment to improve the knowledge, skills and expertise of our students. Over the last several years, the concerted effort to build research competencies has demonstrated measurable outcomes for students and alumni. This trend of improvement promises continued growth and enthusiasm by MHS faculty and the students themselves, as they commit to improve their program of study. The next phase of development is to structure the Quality Enhancement Plan (QEP) initiatives as a framework for improved student learning outcomes, supporting and meeting the mission of the MHS program.
Annual Assessment Report - Instructions
The purpose of the Annual Assessment Report is to provide an update on the assessment of student learning outcome(s) identified in your 2006 Program Assessment Plan. You are not expected to provide results for all outcomes included in your assessment plan, but you must report results and planned changes/improvements for at least one.

Primary Contact Information:

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Student Learning Outcome(s) assessed in 2012-2013

"Ensure that MHS students are competent in the design and application of research to clinical and organizational problems."

From 2005-2006 MHS Assessment Plan

Central to the MHS Program Mission is the development of health care and health services leaders, who can communicate, innovate and perform effectively in a health care delivery and policy decision-making environment. Decision-making based on research inquiry and documented evidence of ‘best practices’ contributes to the engagement of MHS students and faculty in the health care community within and beyond the regions we serve. An additional target on improving student research was the expectation for dissemination and sharing of research results by professional presentations and publication in peer-reviewed journals of students’ respective disciplines.

Methods of Assessment:

Three complete cycles of the fully implemented Research courses sequence will conclude in August 2011: MHS 670 (Biostatistics – every fall) → MHS 675 (Research Methodology – every spring) → MHS 696 (Research Seminar – summer session elective) → MHS 698 (Research Project – scheduled with faculty) or MHS 699 (Thesis – scheduled with faculty chair/committee) to ensure research and scholarship expectations of MHS graduates. This sequencing change was the culmination of proposed program change initially presented in April 2007 during the SOTL Faire conference by Marianne Hollis & Ann Hallyburton (‘Learning Research Can be Fun!’).

Evaluation of research courses sequencing: Multiple methods of evaluation over the last 2-1/2 years have demonstrated the efficacy of the current Research courses sequence. In addition to formal comments on course SALS, qualitative research journal data and anecdotal comments have supported students’ preferences and benefits of the cycle. Based on these data, the current plan is to continue with the present sequence, but without any curricular change requiring prerequisite status. Any
deviation from the current sequence will be at the discretion of a student’s advisor in consultation with the MHS Program Director if needed. **Timeline:** Ongoing

*Student Evaluation of Scholarly Research*: research to assess improved teaching and learning outcomes for MHS students; assessment of impact of new Biostatistics course (students assessed pre/post Biostats) on health literacy comprehension and use of research findings on health behavior recommendations for themselves and others; (Marianne Hollis, Ann Hallyburton & Michael Hubble). **Timeline:** Manuscript submitted for publication May 10, 2011 to the *International Journal of Social Research Methodology*.

*Reflective Journals: Analysis of Supportive Themes in a Graduate Research Seminar*: qualitative research in MHS 696: Research Seminar continues during summer 2011 identifying student needs and challenges during the research process; follow-up to pilot assignment during same course in summer 2009. Data has been used to make adjustments in structure and logistics in the spring Research Methodology course and improve supportive teaching and learning activities related to student research overall. **Timeline:** shared data and consulted with MHS faculty involved in student research and research courses (fall 2010 → spring 2011); integration of results in QEP development and program planning (spring 2011 → summer 2011); integration of final summer’s data and preparation of manuscript for publication December 2011.

MHS alumni mentoring current students for ‘real-life’ connections to the student research experience and opportunities for practical application of research in workplace and advanced academic settings. Began with a one-time Panel Discussion in MHS 675 (spring 2009) of 6 alumni. Student SAIs and anecdotal comments gave ‘glowing’ reviews and asked for more time with alumni. Alumni involvement was expanded in MHS 675 (spring 2010 and 2011). Alumni speakers were scheduled throughout the course. Alumni were matched, when possible, for specific research issues and course topics, such as: finding a topic, needing a ‘plan B, C’, working with health care and community agencies, validation of self-designed instruments, sample size issues and data analyses procedures. **Timeline:** Ongoing activity that will share skill, rigor and experiences of recent & future alumni with upcoming students.

**Foster ‘mixed methods’ and use of qualitative research methods for student research.** Student outcomes will be measured each semester to assess use of these methods. Textbook in MHS 675 – Research Methods changed to give balanced perspective and instruction for both qualitative and quantitative methods. Faculty with qualitative research experience has co-taught or were guest speakers to share their experiences. New EDCI course in Qualitative Research for fall 2011 promoted as possible elective option to current students. **Timeline:** Retained MHS 675 Textbook that was changed in 2010; Increase in student research topic and methods since that change; 6 students engaged in either mixed methods approaches or completely qualitative research projects (fall 2010 → spring 2011); continue to foster, identify and mentor ‘mixed’ or ‘qualitative’ studies (ongoing)

On-going assessment of student evaluation data (both quantitative/qualitative) related to research courses; use as basis of course/program improvements related to student experience/skill in research.

**Issues related to Support of Learning Outcome:**
On-going assessment/matching of graduate faculty to serve as project/thesis director for student research; based on topic/expertise of faculty member, workload considerations and availability during the semester. A program priority is to spread faculty obligations over the course of the academic year (including summer sessions when possible) and expanding the availability of graduate level faculty for student mentorship of research.
Over the past two years, sustained growth in admissions to the MHS program has continued to impact the project/thesis process in two respects: (1) increased number of full-time students as part of the new MHS student mix (approximately 40%); and (2) faculty workloads that incorporate working with students on individual research while maintaining normal/optimal course loads per semester.

While we have been relatively successful in spreading this workload obligation over the course of the academic year, minimal number of faculty are available during summer sessions and spring semester is still the predominant time period when students are engaged in completing their research. Recent program prioritization activities have been an important forum for addressing this issue for the future. I am so grateful to our faculty who has dedicated their time and expertise to our students’ research efforts.

Results of Assessment:

Course evaluation data from MHS 675 (spring 2010, spring 2011) and MHS 696 (summer 2010) continue to support the changes in (1) curriculum structure, (2) course activities (critique guidelines for research, group critique of proposal drafts, appreciation for developing ‘critique’ skills with peers), (3) research and writing resources provided (Ann Hallyburton and Barbara Hardie), exposure to Qualtrics™ Survey software and grant funding processes facilitated by Dr. Michelle Hargis (spring 2010, 2011). Dr. Hargis co-taught MHS 675 with Dr. Marianne Hollis in spring 2010 and further expanded her role as educator and her expertise in funded research in assisting students in development of their research proposals. Dr. Elizabeth Tait taught a 2nd section of MHS 675 in spring 2011; working with Dr. Hollis’ section and bringing both sections together during ‘live’ and WIMBA sessions. Dr. Hollis’ 2nd year of service on the WCU Institutional Review Board (IRB) contributed to student understanding of the IRB expectations and process steps (Online forms & instructions; WCU-IRB online training required assignment of MHS 675).

Qualitative ‘Research Journal’ reflection assignments in MHS 696 (summer 2010) provided insight into student perceived needs in the following areas: (a) topic selection including ‘narrowing the scope’; (b) timeline volatility/anxiety of research completion; (c) working with designated faculty director/chair; and (d) contingency planning if original topic/scope ‘falls through’. SOTL project using these journal assignments continues for 3rd and final year (summer 2011).

Five additional qualitative (either fully or part of a mixed method) have been completed over the last academic year. The qualitative study completed in spring 2010, “Advance Directive Planning in the African-American Community: An Intergenerational Study” has been presented to the WCU Qualitative Research Group (QRG) and is currently under review in the peer-review journal, Omega – Journal of Death & Dying. Two students’ work has recently been accepted as peer-reviewed platform presentations at the North Carolina Council on Aging (NCCOA) Annual Meeting in October 2011. Two other students have submitted abstracts for platform and/or poster presentations at the upcoming North Carolina Public Health Association (NCPHA) Annual Meeting in Charlotte in October 2011.

Approximately 70 students have completed MHS 670 - ‘Biostatistics for Health Sciences’ course since it was first offered in fall 2008 by Dr. Michael Hubble. This is an MHS ‘Core Course’, and is offered completely online. Dr. Hubble’s use of multimedia for content delivery (MP3; podcast) provided students with the means to review and reinforce content for increased retention. Students continue to express more confidence of their knowledge and the application of statistics principles to study design.
and data analysis activities during research. One student remarked, "I was terrified at the very thought of statistics, now I use many of the analysis procedures in my job – it helps us make better decisions".

The popular expansion of the MHS alumni in Sp 2010, presenting MHS alumni guest speakers over the course of the semester so that more time would be available has continued this year. Students and alumni speakers discuss the details of the research process, challenges, strategies to overcome setbacks, and how alumni’s research has been used or benefited them in the workplace and/or communities. WIMBA sessions archived for repeat viewing.

MHS Research displays PDF-protected copies of the abstracts of their completed research [http://www.wcu.edu/26641.asp](http://www.wcu.edu/26641.asp) Additions to this page will be conference presentations, publications and awards for MHS alumni and faculty.

*Selected Topics of research projects/theses by concentration (2010-2011):*

- “Impact of Emergency Room Experience on Delirium in the Hospitalized Geriatric Patient”. (Health Education)
- “Differences in Sexual Behaviors, Attitudes and Beliefs of College Students based on High School Sex Education Type” (Health Education)
- “Body Image and Weight Loss Success among Members of the ‘Boot Camp’ Program at the YMCA” (Health Education)
- “A Study of Perceived Satisfaction and Quality by Non-Clinical Healthcare Electronic Medical Records (EMR) Users in Western North Carolina” (Health Management)
- “Electronic Medical Records Implementation: A Question of Resources” (Health Management)
- “Factors Related to Autoimmune Disease Incidence, Sunlight Exposure and Vitamin D Intake” (Nutrition)
- “What are Registered Dietitians Educating Children about the Use of Artificial Sweeteners” (Nutrition)
- “Dietary Habits, Weight Gain and Pregnancy Outcomes in Obese Women” (Nutrition)
- “Relationships between basic nutrition knowledge of low income parents, food choices and the weight status of their children” (Nutrition)
- “Effectiveness of breastfeeding education and support on initiation and duration among North Carolina WIC participants: A retrospective analysis” (Nutrition)
- “Comparing Prenatal and Postpartum Smoking Patterns among WIC Participants” (Nutrition)
- “A Retrospective Study Comparing Gender Differences in Perceived Pain Effectiveness Using Biofeedback Technology” (Gerontology)
- “Factors Influencing Physician Utilization of Adult Day Health Services in Henderson County, NC” (Gerontology)
- “Barriers to Blood Donation Among African Americans” (Gerontology)
- “Impact of Depression in Individuals with Type II Diabetes” (Health Education)
- “Prevalence of Sexual Dysfunction among Collegiate Women Ages 18-24” (Health Education)
- “Decreasing Daytime Agitation by Improving Sleep Quality” (Gerontology)

*Selected Dissemination of Results:*

Results/progress of student research outcomes shared with School Director, MHS faculty and graduate Health Sciences faculty involved in directing student projects.
Approximately 25 student presentations were done this year as part of local, state, regional and national settings and disciplines such as public health, health information, emergency medical care and gerontology. All (100%) of the EMC students submitting abstracts for presentations at state and national meetings were accepted.

One EMC student received the ‘Research Presentation Award’ at the EMS national meeting. This student competed with seasoned researchers and presenter in the field.

Both *Decreasing Daytime Agitation by Improving Sleep Quality* by S Dorr and *Factors Influencing Physician Utilization of Adult Day Health Services in Henderson County, NC* by K Reese accepted for platform presentations at the NCCOA Annual Meeting in October 2011.

*Exposure of Health Occupation Students to Emergency Medical Services as a Profession* by J Holloman (alumni) and M Hubble accepted for publication in Prehospital Emergency Care (publication date TBD).

*Barriers to Completion of Advance Directives among African Americans aged 25-85: A Cross-generational Study* by S West (alumni) and M Hollis currently under review by Omega – Journal of Death & Dying; submitted in April 2011.


**Implementation Plans:**

Continued use of ‘Memorandum of Understanding’; adapted from University of Florida model; establishes boundaries and responsibilities of faculty-student work on research projects; outlines intellectual property rights for student and faculty use, publication and presentation of materials; **Timeline:** current implementation in Health Education and EMC concentrations; offered for use to other MHS and graduate faculty working with student research projects; planning session with graduate faculty to review utility and full use target date — fall 2011.

Another revision of MHS 698 course syllabus now includes pertinent items that reflect outcomes consistent with WCU Thesis Guidelines revised this past year by the Graduate School (used for thesis option - MHS 699). This revision will include expectations regarding required courses, proposal development, faculty director determination, IRB requirements, setting realistic timelines, and expectations for dissemination of research. **Timeline:** revision completed and implemented during summer 2010; implemented: August 2010 → present.

Survey of graduate students experiencing the revised course sequence and research project process; survey design by MHS faculty and all faculty involved in the process; survey delivery using new WCU-supported online survey program; this will be part of the **bi-annual survey of MHS students** scheduled for Fall-Spring 2010. **Timeline:** survey delivered in early spring 2011; data analysis (spring – summer 2011); dissemination of preliminary results and proposed follow-up actions to MHS graduate faculty (fall 2011). Integrate findings into QEP plan, activities and outcomes evaluation scheduled to begin in fall 2012.

Ongoing assessment of student evaluation data; implement specific course evaluation for MHS 698/MHS 699 to match process and outcomes measurement of curriculum/program changes. **Timeline:** each semester; aggregate data analysis → actions; MHS Director, MHS faculty
Integrate MHS students directly in the process of research support improvements; collaborating with faculty on assessment, design, data collection & analysis and dissemination (through presentations and/or publication).

**Summary:**

Since the original curriculum change in spring 2005 that focused on research as the ‘synthesis’ activity for MHS students, consistent improvements have been measured/observed in the growing commitment to and improved scholastic rigor of student research. These improvements include direct application of research findings to workplace productivity; community program development and evaluation; presentation of findings at state, regional and national meetings; and submission/acceptance of manuscripts in peer-reviewed publications.

In concert with a major MHS program redesign initiative implemented in 2008, improved student learning outcomes serve as a means to student success as leaders in the health sciences field. Students are directly involved in the ‘conversation of scholarship’ with classmates, faculty, work colleagues and professional development groups. As selected students reflected over the past year:

“I always thought research was something that other people did; but now I understand how a well-designed study can help me make decisions as a leader in my organization. I’m now part of the conversation.”

“I can’t begin to express my gratitude for the mentoring of my professor and fellow students in my research project. And being able to talk with former students about their experiences was great! I knew I wasn’t alone!"

“Early on in the research classes, I was scared about having other students critique my work. Looking back on the experience, I see how valuable it was – not only to improving my project, but to building my own feedback skills. That was a bonus of the research process!”

“Believe it or not, I want to go on and get a doctorate. This research experience has really boosted my confidence – I can see the future – and I am making it!”

This last comment reflects a growing trend for the MHS program – increased numbers of students are completing, applying for and/or seriously considering advanced degree education.

The MHS program and faculty continue their commitment to improve the knowledge, skills and expertise of our students. Over the last several years, the concerted effort to build research competencies has demonstrated measurable outcomes for students and alumni. This trend of improvement promises continued growth and enthusiasm by MHS faculty and the students themselves, as they commit to improve their program of study. The next phase of development is to structure the Quality Enhancement Plan (QEP) initiatives as a framework for improved student learning outcomes, supporting and meeting the mission of the MHS program.
Marianne Hollis

From: James Scifers
Sent: Thursday, March 21, 2013 3:03 PM
To: Marianne Hollis
Cc: Elizabeth Tait; Sherry Robison; Brian Raming
Subject: Program Prioritization Phase 1 assessments

Program Prioritization Phase 1 assessments

The MHS Program was placed in Category 2.

Category 2 indicates programs that do not require additional attention from the Task Force.

Your colleagues on the Task Force felt that your programs perform a valuable service for our students and region. This email concludes your programs' review in the prioritization process.

Specific comments on your programs will be provided in the Task Force's final report to the campus, to be released in May.

Jay

James R. Scifers, DScPT, PT, SCS, LAT, ATC
Director, School of Health Sciences
Professor, Athletic Training Education Program
Past-President, North Carolina Athletic Trainers' Association
Western Carolina University
Health & Human Sciences Building
Suite 428
4121 Little Savannah Road
Cullowhee, NC 28723
828.227.3511 (office)
828.226.9803 (cell)
828.227.7446 (fax)
Master of Health Sciences (MHS) Program – Learning Outcomes

Graduates of the MHS program:

- Demonstrate leadership skills in health education, health management and/or clinical leadership competencies required by health care organizations and health services delivery systems
- Design and conduct systematic research applicable to organizational or clinical issues, sharing those findings through professional presentation and submission to peer-reviewed journals
- Practice effective communication and critical thinking skills, resolving problems; using data, information and technology responsibly
- Analyze current regulatory, policy and political trends impacting on health care organizations and health services delivery systems
- Advocate for improvement in quality, access and cost in health care services for individuals, aggregate groups and populations
Standard 4 Appendix

- Tabular distribution of age, tenure status, gender, and ethnic origin of faculty
- Roster identifying credentials for all full and part-time faculty for last academic year and, where necessary, matched to student learning outcomes
- Summary of sponsored research activities for all faculty:
  
  *Marianne Hollis*: Impact of School Nurses on Early Release Absences in Henderson County Elementary Schools. Community Foundation of Henderson County Grant, Co-Principal Investigator (Co-PI) with Dr. Jean Hill (PI) in School of Nursing. **$35,000** (2009-2011).

- Current *curriculum vitae* for full-time faculty
- School of Health Sciences (SHS) **AFE/TPR document**
- FTE for program faculty for previous three years
- Student credit hour (SCH) production for previous three years
- Course load and enrollment, by instructor name, for previous three years
## Faculty distributions

**College of Health and Human Sciences**  
*Health Sciences*

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<th>Sex</th>
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### Instructional Faculty – Master of Health Sciences (MHS) Program

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<tr>
<th>Name</th>
<th>Courses Taught</th>
<th>Academic Credentials</th>
<th>Other</th>
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</table>
| Marianne Hollis| MHS 538, 675, 698, 698, 779 | RN, Fort Sanders School of Nursing, 1976  
BA, University of Tennessee, 1980  
MS, University of Tennessee, 1987  
PhD, University of South Carolina, 2002 | Society of Public Health Education (SOPHE) member;  
American Public Health Association (APHA) member;  
NC Public Health Association (NCPHA); Registered Nurse, licensed in North Carolina and Michigan |
| Brian W. Raming| MHS 540, 664, 698, 779 | PhD, Capella University, 2010  
MBA, University of Phoenix  
BS, Western Carolina University, 1993 | American Psychological Association; Society for Industrial/Organizational Psychology; NC Society for Industry / Organizational Psychology; Society for Human Research Management;  
Consortium for Research in EMS; NC Association of EMS Administrators |
| Sherry Robison | ND 672, 673, 681, 682, 683, 693 | MS, University of Memphis, 1994  
BS, University of Tennessee at Martin, 1992 | Academy of Nutrition and Dietetics and sub groups, member; Western North Carolina Academy of Nutrition and Dietetics; Nutrition and Dietetic Educators and Preceptors |
| Elizabeth M. Talt | MHS 510, 675, 698, 698, 779 | BS, University of North Carolina – Asheville, 1984  
MHS Western Carolina University, 2006  
PhD, University of North Carolina – Charlotte, 2010 | North Carolina Public Health Association, member; The Gerontological Society of America, member, Southern Gerontological Society, member; Academy Health, member |
| April Tallant  | ND 635  
MHS 680, 698, 698, 779 | PhD, The University of Tennessee, 2008  
MHS, Western Carolina University, 2001  
BS, Western Carolina University, 1996 | Regional and local Farm to School presenter; Building Relationship to Incorporate Good Health in Teaching (BRIGHT) Project, member |
| Michael Hubble | MHS 670, 698, 698, 779 | PhD, University of Maryland, 1997  
MBA, University of North Carolina, 1990  
BS, High Point University, 1989 | National Association of EMS Physicians Research Committee; National Association of EMS Educators;  
National Association of Emergency Medical Technicians;  
North Carolina Association of Rescue and EMS |
| Denise Wilfong  | EMC 620 | PhD, University of Tennessee, 2009  
MHS, Western Carolina University, 2000  
BS, Western Carolina University, 1994 | Committee on Accreditation of Educational Programs For the EMS Professions; National Association of Emergency Medical Services Educators |
<table>
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<tr>
<th>Name</th>
<th>Courses Taught</th>
<th>Academic Credentials</th>
<th>Other</th>
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| Brenda Marques     | ND 551,552     | PhD, University of Georgia, 1997  
                      MS, Florida State University, 1990  
                      BS, University of West Florida at Pensacola, 1974 | Academy of nutrition and Dietetics, member; Commission on Dietetic Registration; Registered Dietitian (720036) |
| Wayne E. Billon    | ND 541, 542    | BS, Mississippi State University, 1968;  
                      MS, Clemson University, 1972;  
                      PhD, Clemson University, 1976 | Registered Dietitian, Commission on Dietetic Registration, # R-458597 |
| Sandra Capano      | MHS 668        | AA, North Shore Community College, 1981  
                      BS, Lesley University, 1995  
                      MS in Medical Informatics, Milwaukee School of Engineering/Medical College of Wisconsin, 2004 | Certification: MLT (ASCP) #21610; Meditech — EDM, RXM, OE, LAB and POM; Cerner – Powerchart Office, PowerChart, and Pathnet |
| Paul Dezendorf     | MHS 698        | PhD, University of South Carolina, 1998  
                      MSW, University of South Carolina, 1995  
                      MBA, Rutgers University, 1979  
                      BA Drew University, 1972 | Fulbright Scholar, 2010; Doctoral Fellowship, 1997 |
| Todd Hatley        | EMC 650        | MBA, Pfeiffer University, 1999  
                      BS, North Carolina Wesleyan College 1995 | Charter Member Conesuous Business Coalition; Society for Industrial and Organizational Psychology; North Carolina Industrial and Organizational Psychologist (NCIOP); Senior Member American Society of Quality (ASQ) |
| Sue McPherson      | MHS 670        | PhD, Louisiana State University, 1987  
                      M.Ed. Georgia Southern University, 1978  
                      BS, Georgia Southern University, 1977 | American Alliance of Health and Physical Education |
| Greg Ulirsch       | ENVH 570       | BS, Georgia State University, 1982  
                      MS, Georgia Institute of Technology, 1989  
                      PhD, University of North Carolina, School of Public Health, 2005 | Senior Environmental Health Scientist and Technical Project Officer, Agency for Toxic Substances & Disease Registry (ATSDR), CDC, Atlanta, GA |
Marianne Hollis, Ph.D., R.N.
Associate Professor, School of Health Sciences
College of Health & Human Sciences
Western Carolina University
828/227-2660
mhollis@email.wcu.edu

Education

Dissertation: Changes in the Supportive Environments of Cardiac Rehabilitation Patients
During Twelve Weeks of Cardiac Rehabilitation Advisor: Dr. Ken Watkins

Graduate Teaching Experience – Western Carolina University

Program Planning & Evaluation in Health Sciences. Master of Health Sciences Program. Health
Education concentration

Survey Design & Questionnaire Construction. Master of Health Sciences Program. Offered
Summer 2007 in fulfillment of Microgrant funding requirement.

Research Methodology in Health Sciences. Master of Health Sciences Program. ‘Core Course’
required of all MHS students.

Research Seminar in Health Sciences. Master of Health Sciences Program. Elective summer
course for all MHS students; focus is intensive preparation of research proposal

Independent Study in Health Sciences. Master of Health Sciences Program.

Theoretical Foundations of Public Health. Master of Health Sciences Program. Health
Education concentration.

Training and Development in Organizational Settings. Master of Health Sciences Program.
Health Education concentration.

Clinical Education in the Health Sciences. Master of Health Sciences Program. Health
Education concentration.

Quality Performance in Health Care Organizations. Master of Health Sciences Program. Health
Management concentration

Education Technology in Health Sciences. Master of Health Sciences Program. Health
Education concentration
Internship in Health Sciences. Master of Health Sciences Program. Available elective to all MHS students

Research Project in Health Sciences. Master of Health Sciences Program. Research Completion option for MHS students

Thesis in Health Sciences. Master of Health Sciences Program. Research Completion option for MHS students

Undergraduate Teaching Experience – Western Carolina University

Quality Management in Health Care Agencies. HSCC 440 for Health Information Administration (HIA) & Emergency Medical Care (EMC) students. Spring 2007, 2008; Online for HIA students Spring 2009; Redesigned to online format for Spring 2010; 2011.

Research Methods & Analysis. HSCC 470 for Nutrition (ND), Health Information Administration (HIA) & Emergency Medical Care (EMC) students. Fall 2005, Fall 2006, for HIA & EMC students Fall 2008. Redesigned to online format beginning Fall 2009; 2010.

Research Methods & Analysis Lab. HSCC 471 for Emergency Medical Care (EMC) students. Spring 2009.

Principles of Epidemiology. ENVH 470 for Environmental Health program students. Spring 2008

Human Resources Management. HSCC 320 for Health Information Administration (HIA), Clinical Lab Sciences (CLS) and Emergency Medical Care (EMC) students. Fall 2005, Spring 2006.

Undergraduate Teaching Experience – Other Institutions


Course Development Activities - Western Carolina University

Quality Matters™ - Applying the QM Rubric. 2-week course on Online Course Design. 9/16/2014. Certificate of completion.

Program Planning & Evaluation in Health Sciences. Master of Health Sciences Program. Systematic application of planning, and evaluation research methodologies to health services programs. Designed in alignment with certification objectives of the Society of Public Health Education (SOPHE) and Certified Health Education Specialist (CHES) criteria.

Biostatistics in Health Sciences. Master of Health Sciences Program. In collaboration with faculty to provide research design and analysis content, skills and support for graduate students in revised MHS curriculum as a Core Course.


Survey Design & Questionnaire Construction. Master of Health Sciences Program. Special topics course developed to support graduate student research; major emphasis on appropriate techniques for assessing attitudes, opinions, behaviors and other measures of survey research in health sciences. Summer 2007.

Professional Employment

2011-present. Associate Professor. Master of Health Sciences Program. School of Health Sciences. Western Carolina University. Cullowhee, NC.

2006-present. Director, Master of Health Sciences (MHS) Program. School of Health Sciences. Western Carolina University. Cullowhee, NC.

2005-present. Assistant Professor. Master of Health Sciences Program. School of Health Sciences. Western Carolina University. Cullowhee, NC.

2003-2006. Adjunct Online Faculty. Corinthian Colleges, Inc. Santa Ana, CA.
Marianne Hollis, Ph.D.

1982-1984. Medical-Surgical Faculty. Fort Sanders School of Nursing. Knoxville, TN.
1979-1982. Cardiac Rehabilitation Staff Nurse. Fort Sanders Hospital. Knoxville, TN.
1976-1979. Coronary Care Unit Staff Nurse. Fort Sanders Hospital. Knoxville, TN.

Honors, Awards & Certifications

Jay M. Robinson eTeaching Award Nominee (peer & student nomination) 2010
College of Health & Human Sciences – Faculty Service Award Nominee 2010
College of Health & Human Sciences – Faculty Scholarship Award Nominee 2009
Chancellor's Excellence in Teaching Award Nomination - 2007

Grant Writing Specialist, National Grant Writers Association 1999
Certification in Epidemiology & Biostatistics, Centers for Disease Control & Prevention 1994

Professional Licensure

Registered Nurse. North Carolina; Certificate #097196

Professional Memberships

Society of Public Health Education (SOPHE) #012457
  • Member Health Promotion & Wellness subcommittee (2007-2008)
American Public Health Association (APHA) #9846737
North Carolina Public Health Association (NCPHA)
  • Member of Health Promotion & Wellness (HPW) subcommittee (2008-present)
  • Member of HPW Section Planning Committee for Annual Education Conference – September 30-October 2, 2009, Asheville, NC
Sigma Theta Tau, National Honor Society for Nursing

Professional Reviewer Activities


Journal of Rural Health. Publisher: National Rural Health Association. Peer-reviewer: one (1) manuscript; October 2012

Journal of School Nursing. Publisher: National Association of School Nurses (NASN). Peer-reviewer: one (1) manuscript; September 2012

Journal of Allied Health. ISSN: 0090-7421. Editor: Thomas Elwood, Dr. P.H.; Publisher: Association of Schools of Allied Health Professions. Peer-reviewer: eight (8) manuscripts (1/year) since appointment in August 2008.


Grants & Funding

Coulter Faculty Center Microgrant. Professional Development Course. “Categorical Analysis – 1” Dr. Brian Marx, Instructor, Louisiana State University. Offered online; October 2-30, 2009. Requested: $467. Funded: $350


Impact of School Nurses on Early Release Absences in Henderson County Elementary Schools. Community Foundation of Henderson County Grant. Submitted: January, 2008. Co-Principal Investigator (Co-PI) with Dr. Jean Hill (PI) in School of Nursing. Funded: $35,000 (3 years).


WCU Program Assessment Grant. Submitted October 2006. Requested: $2,500 (max award). Not funded.

Coulter Faculty Center Microgrant. Professional Development Course: “Introduction to Questionnaire Design” at the Survey Research Institute, University of Michigan, Ann Arbor, Michigan; June 26-30, 2006. Funded: $700.00


Peer-Reviewed Publications


Publicly Disseminated/ Peer-Reviewed Research


Hill, J. & Hollis, M. 2009. The Impact of School Nurse Presence on Early Releases Due to Illness & Teacher Time Devoted to Health Issues: External Peer Review of Years One & Two Grant Report & Executive Summary; by granting representatives of Community Foundation of Henderson County, Henderson County Schools, and Henderson County Department of Public Health; September 2009-10. Research protocol modified to qualitative framework for Year Three. Change of protocol approved; IRB #08-147. Funding continued for Year Three.

Hill, J. & Hollis, M. 2008. The Impact of School Nurse Presence on Early Releases Due to Illness & Teacher Time Devoted to Health Issues: External Peer Review of Year One Grant Report & Executive Summary; by granting representatives of Community Foundation of Henderson County, Henderson County Schools, and Henderson County Department of Public Health; September 2008. Revisions made to research protocol. Funding continued for Year Two.


Manuscripts under Review

Hollis, M. Teachers’ and Nurses’ Voices: Health Challenges in our Classrooms. Analyses of qualitative data from third year of grant studies in elementary schools. For submission to Appalachian Studies Journal - 2014.

Davenport, B., Hollis, M. Improved Gestational Weight Gain using the Target Weight Program of Pregnancy: a Randomized Control Trial. Journal of Midwifery & Women’s Health

Manuscripts in Preparation


Hollis, M. Journaling: Graduate Students’ Journey through the Research Process. For submission to the Journal of Allied Health Professions.

Stanton, L. & Hollis, M. Factors Affecting Advance Care Planning in Baby Boom Age Women. under revision for resubmission to Journal of Women & Aging

Hollis, M. Revision of Multiple Concentrations in a Graduate Health Sciences Curriculum. Target submission to Journal of Allied Health.

Squires, E. & Hollis, M. Online Employee Orientation in Emergency Medical Services. Target submission to Prehospital Emergency Care.

Bond, P. & Hollis, M. Polio Personality & Post-Polio Syndrome: Personality Dimensions and Adjustment to Disability. Target submission to the Journal of Behavioral Medicine.

Peer-Reviewed National Platform Presentations

*The Impact of School Nurse Presence on Early Releases Due to Illness & Teacher Time Devoted to Health Issues;* with Jean Hill; National Association of School Nurses (NASN) 41st Annual Conference, Boston, MA. June 27, 2009.

*The Impact of School Nurse Presence on Early Releases Due to Illness & Teacher Time Devoted to Health Issues;* with Jean Hill; Association of Community Health Nurse Educators (ACHNE) Annual Institute, Chicago, IL. June 12, 2009.

Peer-Reviewed Regional/State Platform Presentations

*Teacher Time Devoted to Health Issues: Does School Nurse Presence Make a Difference?* with Jean Hill; *Eta Psi* Chapter. Sigma Theta Tau meeting. Canton, NC. February 7, 2011.


*The Impact of School Nurse Presence on Early Releases Due to Illness & Teacher Time Devoted to Health Issues;* with Jean Hill; 33rd Annual Appalachian Studies Association Conference, Dahlonega, GA. March 19, 2010.

*Factors Affecting Advance Care Planning in Baby Boom Age Women;* with Linda Stanton; North Carolina Conference on Aging (NCCOA), Greenville, NC, October 29, 2008.

*Learning Research Can be Fun!* With Ann Hallyburton; Scholarship of Teaching & Learning (SOTL) Faire, Western Carolina University, April 2, 2007.


Peer-Reviewed Poster Presentations


Marianne Hollis, Ph.D.


Research Activities

"Use of Reflective Journal Activities in Supporting Graduate Student Research” Principal Investigator (PI); _SoTL_ research; Qualitative (retro/prospective) pilot data gathered during summer 2009; research data gathered summer 2010, 2011 MHS 696 Research Seminar course; _WCU – IRB #2010-0233_. Qualitative data analysis in progress.

"Graduate Student Perceptions of Support Needs during Final Research Process” _SoTL_ research proposed for AY _09-11_. Identifying factors perceived as most supportive during students final research project or thesis activity; for use to improve MHS program student learning and research activities.

"Graduate Student Evaluation of Research Studies” Principal Investigator (PI) with Ann Hallyburton & Dr. Mike Hubble. June 2008. _WCU – IRB #08-218_. Assess the improvement in the evaluation & interpretation of research studies by graduate students enrolled revised/new research support courses in the MHS program. Manuscript published 2012.


"Education & Training Effectiveness in Organizations”. 1998. Research conducted in collaboration with Western Carolina University faculty. Report provided to Mission St. Joseph’s Hospital senior leadership.

"Evaluation of Health Care Training: Added Value and Productivity in a Reform Environment". Graduate research project completed Spring 1994.

Research Activities – Graduate Students

“How can Team Development Improve Team Function for Home Based primary care at the Charles George VA Medical Center?” Joy C. Balderas, MHS Health Management graduate, fall 2014.

“Socialization Benefits among the Elderly within a Skilled Nursing and Rehabilitation Facility” Christi K. Winebarger, MHS Health Management graduate, fall 2014.

“A Systematic Review assessing the efficacy of Physical Activity in the School Setting as a Mediator to Behavior, Cognitive and Academic Performance in students with Attention Deficit Hyperactivity Disorder (ADHD)” Johanna H. Young, MHS Health Education graduate, fall 2014.

“Does Inter-professional Education (IPE) Change the Familiarity and Attitudes of Medical Students towards other Health Care Professionals?” Dawn W. Carroll, MHS Health Education graduate, fall 2014.


“Knowledge and Potential Influences of Smokeless Tobacco (ST) in Adolescent Males”. Hope Burch, MHS Health Education graduate spring 2014

“Evaluating the Effectiveness of a Community Based, Family-Centered Pilot Program for Overweight/Obese Children Age 6-11 in Jackson County, North Carolina.” Melanie Batchelor, MHS Health Education graduate fall 2013.

“Does Mindfulness Training at Home Impact Eating and Exercise Habits in Adults?” Jennifer Picicci, MHS Health Education graduate fall 2013.

“What do NC Dietitians think about the new USDA food guidance initiative logo (MyPlate)?” Victoria Adcock, MHS Health Education graduate spring 2013.
“Perceived Benefits and Barriers to use of the Campus Recreation Center at Western Carolina University.” Catherine Lynch, MHS Health Education graduate spring 2013.

“Emergency Medical Technicians (EMTs) and Paramedic Care Competency Training Using Simulation Technology.” Christopher H. Martin, MHS Health Education graduate spring 2013.


“Comparison of community college students’ pro-environmental behavior (PEB) and antecedents of PEB between high sustainability strategy implementation (SSI) and low SSI colleges.” James D. Hutcherson, Ed. D. candidate. Dissertation committee member Meagan Karvonen, Chair. Graduated spring 2013.

“Effect of education with environmental services staff on patient room sanitation measures in a regional Mississippi hospital.” Joshua L. Cotton, MHS Health Management graduate, fall 2012.

“Going Green: Factor affecting health care facilities quest to sustainability.” Randall Shaw, MHS Health Management graduate, Fall 2012.

“Promotion of physical activity at a family fitness night event.” Keelin Schneider, MHS Health Education graduate, Fall 2012.

“The effectiveness of cognitive-behavioral therapy on long-term weight loss maintenance.” Jennifer Hatch, MHS Health Education graduate, Spring 2012

“Effectiveness of the YMCA Stay Health Fitness Challenge; using Stay Healthy Technology to Improve Health.” K. Adair Parks, MHS Health Education graduate, Spring 2012

“Prevalence of workplace bullying among registered nurses”. Marianne Schroeder, MHS Health Education graduate, Fall 2011

“Youth risk behaviors as student grade predictors in a rural community”. Kathy McGaha, MHS Health Management graduate, Fall 2011

“Are winter babies left out in the cold: mortality and seasonal variation”, Sonya McCall, MHS Health Management graduate, Summer 2011

“Differences in Sexual Knowledge, Attitudes and Experiences of College Students based on High School Sex Education Type”, Lauren M. Powell, MHS Health Education graduate, Summer 2011

“Impact of the Emergency Room Experience on Delirium in the Hospitalized Geriatric Patient”, Maria R. Hines, MHS Health Education graduate, Spring 2011
“Prevalence of Sexual Dysfunction in Collegiate Women Ages 18-24”, Misty C. Garren, MHS Health Education graduate, Spring 2011

“A Qualitative Exploration of Body Image and Weight Loss among Members of the Asheville YMCA Boot Camp Program”, Aubrey E. Ray, MHS Health Education graduate, Spring 2011

“The Impact of Depression in Individuals with Type II Diabetes”, Jennifer B. Smith, MHS Health Education graduate, Spring 2011

“Factors Related to Sunlight Exposure, Vitamin D Intake and Autoimmune Disease Incidence”, Jodi Kimbell, MHS Nutrition graduate. Fall 2010

“Farmers Markets as Healthy Public Spaces: A Comparison of Vendor and Customer Perceptions” Renee Mulligan, MHS Health Education graduate. Fall 2010

“Patient Perception of Pain Relief Effectiveness in a Complementary/Alternative Medicine Practice in Western North Carolina” Kathy Austin, MHS Gerontology graduate. Fall 2010.

“Comparison of Cultural Competence Measures Between Associate Degree and Bachelor Degree Nursing Students” Gail Gordon, MHS Health Education graduate, Spring 2010.

“Blue Ridge Paper Products Odor Trial: Determination of Reduced Sulfur Odor Compounds measured as H₂S” Lori Cooper, MHS Environmental Health graduate, Spring 2009.

“Comparison of Clinical Learning Methods for Associate Degree Nursing Students” Joan Muse, MHS Health Education graduate, Spring 2009.

“Online Orientation in Emergency Medical Services” Evelyn Squires, MHS Health Education graduate, Fall 2008.


“Effectiveness of Medication Education on Fall Risk in Older Adults”. Jeanne Rathburn, MHS Gerontology graduate, August 2007.


“Utilization of an Evidence-Based, Standardized Order Set in the Treatment of Severe Sepsis”, Kathi R. Balsinger, MHS Health Management graduate, December 2006

“Pulse Oximetry Knowledge among Post Anesthesia Care Unit (PACU) Nurses”, Barbara Marsh, MHS Health Education graduate, May 2006.


Thesis Committee Member. “Evaluation of the Factors Contributing to Total Airborne Particulates and Respirable Particulates in Microbreweries of Western North Carolina”, Ashley Gibbons, MHS Environmental Health graduate, April 2006. Dr. Burton Ogle, Chair.


Research Activities – Undergraduate Students

“The Affects of Lead Placement on Electrocardiogram Tracings of the Heart”. Faculty Advisor to Emergency Medical Care (EMC) Undergraduate students (W. Bishop, N. Badgley, T. Girton), Spring 2009. WCU – IRB #09-175. Students are comparing the tracing quality and possible interpretation impacts of three (3) different lead placements. Contribute to knowledge for best-practices in Emergency Medical Services (EMS).

“Nutrition Knowledge, Food Consumption and Selected Physiologic Parameters in HSCC 101 Students at Western Carolina University”; ND 471 Research Project; Project co-director with Project Director: Wayne E. Billon, PhD; provided lab lecture and assistance with student use of the Statistical Package for Social Sciences (SPSS), data analysis and interpretation of results, writing and editing poster presentation abstracts; Spring 2007 & 2008.

“Nutritional Knowledge and Consumption of Selected Foods of Elementary School Students in Jackson County, North Carolina”, Research project co-director with Katie Hendricks, Sarah Bird, Wayne E. Billon, PhD and Stephen Burton, April 2006.

Presentations – Graduate Students (Faculty Sponsor)

2012

Effect of education with environmental services staff on patient room sanitation measures in a regional Mississippi hospital. Joshua L. Cotton, via Go-To-Meeting® (GTM). Fall 2012.
Going Green: Factor affecting health care facilities quest to sustainability. Randall Shaw, via GTM. Fall 2012.

Promotion of physical activity at a family fitness night event. Keelin Schneider, via GTM. Fall 2012.

The effectiveness of cognitive-behavioral therapy on long-term weight loss maintenance. Jennifer Hatch, MAHEC, Spring 2012

Effectiveness of the YMCA Stay Health Fitness Challenge: using Stay Healthy Technology to Improve Health. MAHEC, K. Adair Parks, Spring 2012

2011

Prevalence of workplace bullying among registered nurses. Marianne Schroeder, MAHEC, Fall 2011

Youth risk behaviors as student grade predictors in a rural community. MAHEC, Kathy McGaha, Fall 2011

Are winter babies left out in the cold: mortality and seasonal variation, Sonya McCall, MAHEC, Fall 2011

Differences in Sexual Knowledge, Attitudes and Experiences of College Students based on High School Sex Education Type, Lauren M. Powell, MHS Research Day, Spring 2011

Impact of the Emergency Room Experience on Delirium in the Hospitalized Geriatric Patient, Maria R. Hines, MHS Research Day, Spring 2011


The Impact of Depression in Individuals with Type II Diabetes, Jennifer B. Smith, MHS Research Day, Spring 2011

2010

Factors Related to Sunlight Exposure, Vitamin D Intake and Autoimmune Disease Incidence, Jodi Kimbell, Fall 2010

Farmers Markets as Healthy Public Spaces: A Comparison of Vendor and Customer Perceptions, Renee Mulligan, Fall 2010

Assessing Cultural Competence Education in Associate and Baccalaureate Nursing Programs; May 2010 MHS Research Day; Gail Gordon

2009
Blue Ridge Paper Products Odor Trial: Determination of Reduced Odor Compounds Measured as H2S; May 2009 Presented results of proprietary data research to Environmental Services division of Blue Ridge Paper Co.; Clyde, NC. Lori Cooper, BS, AAS

Comparison of Traditional and Precepted Clinical Experiences for Associate Degree Nursing Students April 2009 MHS Research Day; Joan Muse, RN, BSN

Online Employee Orientation in Emergency Medical Services March 2009 Graduate Research Symposium; Evelyn Squires, BS, EMT-P, MHS
*Entered in Graduate Research Paper Competition for Symposium.

2008
Polio Personality & Post-Polio Syndrome: Personality Dimensions and Adjustment to Progressive Disability. April 2008 MHS Research Day; Penny Bond, MEd

Evaluator Agreement of the National Registry of Emergency Medical Technicians-Paramedic Exam April 2008 MHS Research Day; Melisa Martin, BS, EMT-P

Spirituality and Depression: Perceptions of Healthcare Staff Related to the Impact of Spirituality on the Depressed Elderly. April 2008 MHS Research Day; Hilda Sitton

2007
Effectiveness of Medication Education on Fall Risk in Older Adults April 2007 MHS Research Day; Jeanne Rathburn, RN

Factors Affecting Advance Care Planning in Baby-Boom Age Women. April 2007 MHS Research Day; Linda Stanton, BSN


Lay Rescuer Automatic External Defibrillator Training: Perceptions of Readiness and Performance Response Time of High School Staff. March 2007 Graduate Research Symposium; Linda Pelz, RN, BSN

2006
Evaluation of Healthcare Facilities Processes in Relation to Domestic Violence of Antepartum Women. April 2006 MHS Research Day; Susan Chapman, MHS, RN

2004
Perceptions of Dental Professionals on Advance Practice for North Carolina Dental Hygienists. May 2004. Asheville-Buncombe Technical Community College (ABTCC) Dental Hygiene Faculty; Carol Little, BS

Presentations – Undergraduate Students – (Faculty Sponsor/Co-Sponsor)

2009 – WCU Undergraduate Expo


2008 – WCU Undergraduate Expo & NC Dietetics Association Meeting

Co-sponsor. Comparison of Weight Status Between Childhood and Young Adult College Students, (April 2008), Student researcher: J. Lowe; Project Director: Wayne E. Billon, PhD

Co-sponsor. Media Influences on the Eating Habits of College Students, (April 2008), Student researcher: R. Nuccio; Project Director: Wayne E. Billon, PhD

Co-sponsor. Extent of Media Influence on College Students' Self-Image, (April 2008), Student researcher: C. Perdue; Project Director: Wayne E. Billon, PhD

2007 – WCU Undergraduate Expo & NC Dietetics Association Meeting

Co-sponsor. Calcium Knowledge of Female Athletes at Western Carolina University, North Carolina, Poster Presentation, (April 2007), Student researchers: E. Wheeler; J. Jones, BS; Project Director: Wayne E. Billon, PhD.

Co-sponsor. Fit on Fat, Poster Presentation, (April 2007), Student researchers: J. Michele Cline; J. Jones, BS; Project Director: Wayne E. Billon, PhD.

Co-sponsor. Association between Television Hours Viewed and BMI of Elementary School Students in Jackson County, North Carolina and College Students at Western Carolina University, Poster Presentation, (April 2007), Student researchers: M. Hicks; S. Gabris, BS; Project Director: Wayne E. Billon, PhD.

Co-sponsor. Comparison of perceived BMI and actual BMI in Elementary School Students in Jackson County, North Carolina and Western Carolina University, Poster Presentation, (April 2007), Student researchers: S. Gabris, BS; M Hicks; S. Burton, BS; Project Director: Wayne E. Billon, PhD.

Co-sponsor. Consumption of Selected Foods and Their Correlation to Increased BMI, Incidence of Obesity, and Weight Gain in College Freshmen, Poster Presentation, (April 2007), Student researchers: J. Hopkins; L. Stokes; Project Director: Wayne E. Billon, PhD.
Co-sponsor. *Differences between Genders in Dieting and Body Image in Students at Western Carolina University*, Poster Presentation, (April 2007), Student researchers: M. Irwin; J. Cable; Project Director: Wayne E. Billon, PhD.

2006 – WCU Undergraduate Expo & NC Dietetics Association Meeting


Lectures & Seminars

“Preparing for a successful IRB review” – Nursing – *Evidence Based Practice* course, Fall and spring semesters – 2012 to present.


Elizabeth M. Tait, PhD, MHS, BS

Curriculum Vitae

ADDRESS
Home: Post Office Box 739
Mountain Home, NC 28758
828.775.9095
elizabethtait@yahoo.com

EDUCATION


2009 Graduate Certificate in Gerontology, University of North Carolina at Charlotte

2006 Master of Health Sciences, Western Carolina University
Thesis: “Do Ageist Attitudes Impact Attitudes towards Cosmetic Surgery?”

2005 Associate in Business Administration and Management, Blue Ridge Community College

1984 Bachelor of Science, University of North Carolina at Asheville, Computer Science

TEACHING EXPERIENCE

2011 to present Assistant Professor, Master of Health Sciences Program, School of Health Sciences, Western Carolina University
- Instruct students pursuing a Masters degree of Health Sciences in Research Methodology in Health Sciences. Tasks include lecturing and leading class discussion for 25+ students in an on-line environment, as well as creating class materials, grading, and mentoring Master students on their thesis/project.

2011 Adjunct Faculty, Master of Health Sciences Program, School of Health Sciences, Western Carolina University
- Instruct students pursuing a Masters degree of Health Sciences in Research Methodology in Health Sciences. Tasks include lecturing and leading class discussion for 25 students, both on-
line and in person, as well as creating class materials, and grading.

2009 to 2010
Teaching Associate, Department of Nursing,
College of Health and Human Services,
University of North Carolina at Charlotte
- Instruct two sections of "Issues of Health and Quality of Life," an introductory study of individual and social aspects of health. This involved lecturing and leading class discussion for 40 students per class section twice weekly, creating class materials, grading.

2009 to 2010
Teaching Associate, Department of Public Health Sciences,
College of Health and Human Services,
University of North Carolina at Charlotte
- Assisted in teaching a master's level course in Biostatistics with Ahmed Arif, Ph.D., M.D. This involved classroom coordination and communication, grading papers, and international coordination with the IT department and Dr. Arif during a semester when Dr. Arif participated at a distance.

2006
Teaching Associate, Department of Public Health Sciences,
College of Health and Human Services,
University of North Carolina at Charlotte
- Assisted Dr. Linda Bern, Professor Emeritus, in teaching introductory health courses. Graded essays and exams, facilitated discussion groups.

2006
Teaching Associate, Department of Public Health Sciences,
College of Health and Human Services,
University of North Carolina at Charlotte
- Assisted Dr. Elizabeth Racine, Dr.PH., in teaching Healthy Lifestyles, an undergraduate course on health. Lectured, created quizzes, and graded quizzes and papers.

1985 to 2001
Computer Scientist with DuPont, Imaging Department,
Brevard, North Carolina
- Taught multiple courses to engineers, manufacturing workers, and office staff on a variety of computer systems needed to perform their functions.

1984 to 1985
Adjunct Professor at Asheville Buncombe County Technical College, Asheville, North Carolina
- Taught Introduction to Computers and Word Processing to novices and people with computer fear.
RESEARCH EXPERIENCE

2008 to 2010
Research Associate, Department of Public Health Sciences
College of Health and Human Services,
University of North Carolina at Charlotte
- Writing SAS code analyzing the National Health Interview Survey, in a study of Complementary and Alternative Medicine (CAM). Research conducted with James Laditka, Ph.D. and Sarah Laditka, Ph.D.

2007 to 2009
Research Associate, Department of Public Health Sciences
College of Health and Human Services,
University of North Carolina at Charlotte
- Analyzed STATA code and data for an epidemiological study of janitors and their work environment. Created a 700+ entry code book. Research conducted with Ahmed Arif, Ph.D., M.D.
- Wrote recruitment flyers, IRB approval form, consent forms, newspaper recruitment ads, and screening script for an epidemiological study of janitors and their work environment. Interviewed study participants. Research conducted with Ahmed Arif, Ph.D., M.D.

2006 to 2007
Research Associate, Department of Public Health Sciences
College of Health and Human Services,
University of North Carolina at Charlotte
- Interviewed African American and Hispanic women in the Women and Infants and Children (WIC) program to access fruit and vegetables; wrote recruitment flyers, donation request letters to area businesses, and consent forms; reviewed/revised IRB approval form for a study of breast-feeding women in Charlotte who use WIC. Research conducted with Elizabeth Racine, Dr.PH.

2005 to 2006
Research Associate, Department of Public Health Sciences
College of Health and Human Services,
University of North Carolina at Charlotte
- Wrote SPSS code and analyzed the results for a study of graduates of Master of Health Administration and Master of Science in Public Health programs. Supervised by Andrew Harver, Ph.D., Chair and Professor, Department of Public Health Sciences, College of Health and Human Services.

1985 to 2001
Computer Scientist with DuPont, Imaging Department, Brevard,
North Carolina
- Investigated, reviewed, and completed the coding needs of the medical x-ray manufacturing community for their inventory
control, payroll, human resources, accounting, stores and maintenance departments, using COBOL, JCL, UNIX, and DCL.

COMPUTER SKILLS

- Knowledgeable in statistical programming languages, including:
  - Statistical Analysis Software (SAS),
  - Statistical Package for Social Sciences (SPSS), and
  - Statistical/Data Analysis (STATA).
- 20+ years experience writing and supporting computer code in different business environments, including:
  - 17 years as a computer scientist with DuPont,
  - A computer scientist with a small, start-up computer company, InterAct
  - A Junior Fellow at the National Climatic Data Center, a division of the Federal Government, in Asheville, North Carolina, and
  - Running my own software company, CompuTait, creating order entry, product tracking, payroll and other products for small businesses.

PEER REVIEWED PUBLICATIONS

Journal Articles


**MASTER STUDENT PROJECTS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Title</th>
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<tr>
<td>2011/08</td>
<td>Duckett, Joshua</td>
<td>Assessing the Knowledge Medical Personnel have on Impact Cholesterol has on Alzheimer's disease</td>
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<td>2011/08</td>
<td>Funk, David</td>
<td>Effectiveness Of Coaching Sessions And Education Materials On Body Mass Index, Cholesterol And Blood Pressure Over A 2 Month Period Following A Health Promotion Event</td>
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<td>2011/08</td>
<td>Hill, Larry</td>
<td>The Meaningful Use Requirement</td>
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<td>2012/01</td>
<td>Thomas, Andrew</td>
<td>The Effect of Managed Care on the Utilization of Medicaid Waiver Services for Individuals with Intellectual and Developmental Disabilities</td>
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<td>2012/01</td>
<td>Smith, Alma</td>
<td>Reducing Safety Events With Transparency In Education In The Small, Rural, Critical Access Hospital</td>
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<td>2012/01</td>
<td>Stern, Thomas</td>
<td>The Effect Of Managed Care On The Utilization Of Medicaid Waiver Services For Individuals With Intelectual And Developmental Disabilities</td>
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<td>2012/08</td>
<td>McCoy, LaPonda</td>
<td>Examining Access Barriers to Preventive Health Services and Health-seeking Behaviors</td>
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<td>2013/01</td>
<td>Allred, Sarah</td>
<td>Hospital Readmission Risk: Is Absence of a Primary Care Provider The Best Predictor?</td>
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<td>2013/01</td>
<td>Extine, Jennifer</td>
<td>Nursing Satisfaction with Clinical Laboratory Services at a Western North Carolina Critical Access Hospital</td>
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<td>2013/01</td>
<td>Gyampoh, Michael</td>
<td>Stenting Versus Carotid Endarterectomy for Treatment of Carotid-Stenosis</td>
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<td>2013/05</td>
<td>Thomas, Andrew</td>
<td>Caregiver Assisted Vacation Survey (CAVS)</td>
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<tr>
<td>2014/08</td>
<td>Campbell, Carol</td>
<td>The Perceived Barriers to the Use of Evidenced Based Medicine in a Small, Rural Hospital in Western North Carolina</td>
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<tr>
<td>2014/08</td>
<td>Morgan, Andrew</td>
<td>A Systematic Review Investigating How Previous Studies have Recommended Prevention and Control of Cardiovascular Disease in African Americans.</td>
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<tr>
<td>2014/08</td>
<td>Cochran, Alison</td>
<td>Diabetes: Is Swain County Losing the Battle?</td>
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</table>
PEER REVIEWED PUBLICATIONS (manuscripts in preparation)

Journal Articles


Tait, E., “Why Do Older Adults Use Complementary and Alternative Medicine? Results of a National Survey.”

Tait, E., “Ethnic Differences among Adult Women in the United States in their Use of Complementary or Alternative Medicine and Communication with Health Provider.”

Book


PEER REVIEWED CONFERENCE PRESENTATIONS


Tait, E.M., S.B. Laditka, J.N. Laditka, and Tsulukidze, M. M, “CAM Modalities Used by Older Adults with Circulatory Condition.” Submitted to Western Carolina University’s College of Health and Human Science’s Annual Faculty Research Symposium, October 29, 2012.


Scientific Meeting of the Gerontological Society of America, Boston, Massachusetts, November 18-22, 2011-National Conference.


**Tait, E.M.,** S.B. Laditka, and J.N. Laditka. "Use of Complementary and Alternative Medicine by Older Adults with Chronic Conditions." 32nd Southern Gerontological Conference, April 14-17, 2011, Raleigh, NC


Onsomu, E.O., Tait, E.M., Ekezue, B., Bushelle-Edghill, J., Tsulukidze, M., & Studnicki, J. “It is the insurance type and their practices - not race, age, or co-morbidity: Exploring the association between payer-source (FFS vs. HMO) and hospital admission source (Physician and ER) among the elderly?” Presented at the 100th North Carolina Public Health Association (NCPHA) Annual Meeting, Ashville, North Carolina, NC, September, 29 - October, 2 2009-National Conference.

Onsomu, O., Tait, E.M., Ferguson, B., Willits, K. “Is the likelihood of a Patient Admission through the Emergency Room Reduced by Participation in a Medicare HMO?” Presented at the 26th AcademyHealth Annual Research Meeting, Chicago, IL, June 28-30, 2009-National Conference.


Laditka S.B., Laditka J.N., Tsulukidze M, Tait E.M. “Race and Ethnicity Differences in Use of Complementary or Alternative Medicine (CAM) and in Communications with Medical Providers about CAM Use” Presented at the 26th AcademyHealth Annual Research Meeting, Chicago, IL, June 28-30, 2009-National Conference.


Tait, E.M., Onsomu, E., Ferguson, B., & Willits, K. "Factors and participation in a Medicare insurance plan: Likelihood of an admission through the emergency room (ER)" Poster presented at the 8th Annual Graduate Research Fair, Charlotte, NC, March 21 2009-Local Conference.

GRANT FUNDING

$2000 Summer Faculty Research Grant, 5/2012

Total grants exceed $55,000

- $20,000 Community Child Care Seed grant, Hendersonville and Brevard, NC. 1998.

HONORS AND AWARDS

Professional/Academic Honors and Awards

2014 Invited join Austin Journal of Women's Health as an Editorial Board Member.

2014 Nominated for Western Carolina’s University’s Innovative Scholarship Award

2009 Scholarship awardee for the 2009 North Carolina American Public Health Association conference in Asheville, NC

2009 Sigma Phi Omega honor society, member since 2009

2008 John and Alice Harney Scholars Award: University of North Carolina at Charlotte College of Health and Human Services

2008 Citation of Excellence from the State of Rhode Island for work in Gerontology

2007 to present John and Alice Harney Scholars Award: University of North Carolina at Charlotte College of Health and Human Services
2006 – present | Full tuition and stipend awarded to pursue a Doctorate in Health Services Research in recognition of teaching and research excellence, University of North Carolina at Charlotte Graduate School

2004 – present | Pi Gamma Mu honor society member, since 2004

1991 | Named “Outstanding Business Person” by the Blue Ridge Business Journal

1991 | Nominated to Who’s Who in American Business

1985-2001 | Recipient of multiple achievement awards with DuPont/Sterling/EDS including “Star Awards” for going above and beyond expected performance; Quality Improvement Awards; Team Building awards; Team Leadership Excellence Awards; and Community Contribution awards.

PROFESSIONAL AFFILIATIONS

2009 to Present | North Carolina Public Health Association, member since 2009

2009 to Present | The Gerontological Society of America, member since 2009

2009 to Present | Southern Gerontological Society, member since 2009

2008 to Present | AcademyHealth, member since 2008

2009 to Present | Graduate Public Health Association, member since 2009


At Rotary International’s invitation, I spent three weeks in India touring hospitals and schools for girls as part of a Rotary Friendship exchange.

CERTIFICATIONS / COMMUNITY SERVICE / MEMBERSHIPS

2014 | Peer reviewer for The Gerontological Society of America

2014 | Quality Matters Certificate Applying the QM Rubric Certification

2013 to | Effective and Ethical Communication with Seniors
2013 to Present  MAHEC/ AHEC Medical Orders for Scope of Treatment (MOST) training

2013 to Present  Aging Projects Incorporated, Board member

2011 to Present  Respecting Choices® First Steps® Facilitator training for Advance Care Planning

2011 to Present  Respecting Choices® First Steps® Implementation and Design Facilitator training for Advance Care Planning

2011 to Present  Respecting Choices® First Steps® Instructor certification training for Advance Care Planning

2011 to Present  Respecting Choices® First Steps® Online Facilitator Certification for Advance Care Planning

2011  Partnering Western Medicine and CAM: Connecting Provider-Creating Health in Community

2006 to 2007  Three County Nursing/Adult Care Home Community Advisory Committee, Henderson County, North Carolina

2003 to Present  Life and Health Insurance License

2003 to Present  Long Term Care Certification Course Work

1993 to 2006  Girl Scouts of America leader, assistant leader, and leader trainer
Dr. Brian W Raming  
5110 Woodrun on Tillery  
Mount Gilead, NC  27306  
brian@theramings.com  
(910) 220-2406

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<tr>
<th>Experience</th>
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<tr>
<td>Western Carolina University</td>
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<td>Assistant Professor – Masters of Health Sciences</td>
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<td>Cullowhee, NC  28723</td>
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<td>Western Carolina University</td>
<td>2008 – 2011</td>
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<td>Adjunct Faculty – Emergency Medical Care Program</td>
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<td>Cullowhee, NC  28723</td>
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<td>Montgomery Community College</td>
<td>2008 – Present</td>
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<td>Adjunct Faculty – Psychology</td>
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<td>Troy, NC  27371</td>
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<td>Haywood Community College</td>
<td>2005 – Present</td>
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<tr>
<td>Adjunct Faculty – Emergency Medical Sciences</td>
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<td>Clyde, NC  28721</td>
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<td>Randolph Community College</td>
<td>2010 – 2012</td>
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<td>Adjunct Faculty – Emergency Medical Science</td>
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<td>Asheboro, NC  27204</td>
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<td>Edgecombe Community College</td>
<td>2010 - 2011</td>
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<tr>
<td>Adjunct Faculty – Psychology</td>
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<td>Tarboro, NC  27886</td>
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<td>Montgomery Community College</td>
<td>1997 – 2008</td>
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<td>Program Director – Emergency Medical Sciences</td>
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<td>Troy, NC  27371</td>
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<td>FirstHealth of the Carolinas</td>
<td>1997 – 2011</td>
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<td>Paramedic</td>
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<td>Troy, NC  27371</td>
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Education

PhD - Psychology with specialization in Organizational Psychology 2010
Capella University
Minneapolis, MN

MBA - Health Care Management 2004
University of Phoenix
Phoenix, AZ

BS - Emergency Medical Care 1993
Western Carolina University
Cullowhee, NC 28723

Courses Taught

Western Carolina University

EMC 240 EMT Basic – Basic life support; assessment and care of traumatic and medical emergencies; and patient stabilization.

EMC 241 EMT Basic Lab – Patient assessment, CPR, airway management, splinting and bandaging, childbirth, defibrillation, extrication rescue. 6 Lab/field.

EMC 351 Basic ECG Interpretation – ECG interpretation in the monitoring leads.

EMC 410 Trauma Management – Assessment and management of traumatic emergencies, including patient access, stabilization, and transport; radio communications and use of ALS protocols.


HSCC 318 Department Administration – Principles of supervision and administration as applied in health care departments. Emphasis on communication and problem-solving related to planning, organizing, directing, controlling, and budgeting.

HSCC 330 Legal and Legislative Aspects of Health Care – The legal aspects of healthcare and legislative forces affecting it; impact on practitioners.

HSCC 440 Quality Management in Health Care – Quality management terminology, methodology, principles, and selected case studies utilized in healthcare agencies as a vehicle for organizational research. Introduction of managed care.

HSCC 470 Research Methods in Health Care – Overview of methodology and analysis for inquiry in health sciences, designed to prepare health sciences majors for assessing and conducting research.
MHS 510 Systems and Policy in Health Care – This graduate course is designed to discuss current trends in health care policy and delivery. Through the use of current literature, the student learns the intricacies of today's health care delivery.

MHS 562 Leadership in Health Care – This graduate course focuses on how to be a successful health care leader. Students are challenged to understand issues facing today's health care employees and develop tools to motivate and lead organizations in the current health care environment.

MHS 564 Cost Containment in Health Care – This is an introductory course to health care finance for graduate students. The course provides an overview of cost containment constructs facing health care managers.

MHS 664 Legal Environment in Health Care – This graduate course provides the student with a more in depth look at the legal concerns for health care by looking at specific case law. Students are asked to critically analyze current health care court cases and provide a discussion of findings/decisions.

MHS 698 Research Project – This course is required for graduation from the Masters of Health Sciences program. The student, working with a faculty mentor, designs and completes a research project and then presents the research to MHS peers.

Montgomery Community College

EMS 110 EMT Basic - This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT-Basic certification.

EMS 111 Prehospital Environment - This course introduces the prehospital care environment and is required for all levels of EMT certification. Topics include roles, responsibilities, laws, ethics, communicable diseases, hazardous materials recognition, therapeutic communications, EMS systems, and defense tactics. Upon completion, students should be able to demonstrate competence in rules and regulations governing prehospital care and personal protection.

EMS 120 Intermediate Interventions - This course is designed to provide the necessary information for interventions appropriate to the EMT-Intermediate and is required for intermediate certification. Topics include automated external defibrillation, basic cardiac electrophysiology, intravenous therapy, venipuncture, acid-base balance, and fluids and electrolytes. Upon completion, students should be able to properly establish an IV line, obtain venous blood, utilize AEDs, and correctly interpret arterial blood gases.
EMS 130 Pharmacology - This course introduces the fundamental principles of pharmacology and medication administration and is required for intermediate and paramedic certification. Topics include terminology, pharmacokinetics, pharmacodynamics, weights, measures, drug calculations, legislation, and administration routes. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

EMS 131 Advanced Airway Management - This course is designed to provide advanced airway management techniques and is required for intermediate and paramedic certification. Topics include respiratory anatomy and physiology, airway, ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

EMS 150 Emergency Vehicles and Communications - This course examines the principles governing emergency vehicles, maintenance of emergency vehicles, and EMS communication equipment and is required for paramedic certification. Topics include applicable motor vehicle laws affecting emergency vehicle operation, defensive driving, collision avoidance techniques, communication systems, and information management systems. Upon completion, students should have a basic knowledge of emergency vehicles, maintenance, and communication needs.

EMS 210 Advanced Patient Assessment - This course covers advanced patient assessment techniques and is required for paramedic certification. Topics include initial assessment, medical-trauma history, field impression, complete physical exam process, on-going assessment, and documentation skills. Upon completion, students should be able to utilize basic communication skills and record and report collected patient data.

EMS 220 Cardiology - This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, rhythm interpretation, cardiac pharmacology, and patient treatment. Upon completion, students should be able to certify at the Advanced Cardiac Life Support Provider level utilizing American Heart Association guidelines.

EMS 230 Pharmacology II - This course explores the fundamental classification and action of common pharmacologic agents. Emphasis is placed on the action and use of compounds most commonly encountered in the treatment of chronic and acutely ill patients. Upon completion, students should be able to demonstrate general knowledge of drugs covered during the course.

EMS 235 EMS Management - This course stresses the principles of managing a modern emergency medical service system. Topics include structure
and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.

EMS 240 Behavioral Emergencies - This course includes concepts of crisis intervention and techniques of dealing with special needs patients and is required for paramedic certification. Topics include behavioral emergencies, abuse, assault, challenged patients, personal well-being, home care, and psychotherapeutic pharmacology. Upon completion, students should be able to recognize and manage frequently encountered special needs patients.

EMS 250 Advanced Medical Emergencies - This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include pulmonology, neurology, endocrinology, anaphylaxis, gastroenterology, toxicology, and environmental emergencies integrating case presentation and emphasizing pharmacotherapeutics. Upon completion, students should be able to recognize and manage frequently encountered medical conditions based upon initial patient impression.

EMS 260 Advanced Trauma Emergencies - This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include hemorrhage control, shock, burns, and trauma to head, spine, soft tissue, thoracic, abdominal, and musculoskeletal areas with case presentations utilized for special problems situations. Upon completion, students should be able to recognize and manage trauma situations based upon patient impressions and should meet requirements of BTLS or PHTLS courses.

EMS 270 Life Span Emergencies - This course, required for paramedic certification, covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies and certify at the Pediatric Advanced Life Support Provider.

EMS 280 EMS Bridging Course - This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an EMS curriculum program. Topics include patient assessment, documentation, twelve-lead ECG analysis, thrombolytic agents, cardiac pacing, and advanced pharmacology. Upon completion, students should be able to perform advanced patient assessment documentation using the problem-oriented medical record format and manage complicated patients.
EMS 205 EMS Capstone - This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related problems.

PSY 150 General Psychology – This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

PSY 241 Developmental Psychology - This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

PSY 281 Abnormal Psychology - This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.

HEA 110 General Health – This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.

EMS 3031 EMT Paramedic (Initial) - This course must follow the guidelines established by the NC Office of EMS. The Office of EMS must approve courses that include portions delivered via distance education. The curriculum for the EMT-Paramedic educational program shall be the 1998 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Paramedic Course: National Standard Curriculum. The EMT-Paramedic program must be conducted by an approved Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT-Paramedic educational program must be a NC credentialed Level II EMS Instructor at the EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission. Student prerequisites: successful completion of an
EMT-Basic course; high school diploma or general education development (GED); successful completion of an entrance exam assessing basic reading comprehension and English skills at a minimum at the post-secondary grade level; demonstration of math skills at a minimum at the high school grade level. Recommended hours: 596 didactic; 200 clinical; 300 field internship. Pre- or Co-requisite course EMS XXXX Anatomy and Physiology.

EMS 3041 Basic Trauma Life Support - The Trauma Life Support Course is designed to increase the knowledge and skill level of the emergency medical technician in assessing and treating any trauma-related injury. Much of the material in this course is not covered in the initial EMT or EMT-1 course. It is designed for the student to better recognize possible trauma injuries due to mechanism of injury, better assess the patient and more aggressively treat shock and trauma in general.

EMS 3044 EMT Basic (Initial) - This course must follow the guidelines established by the NC Office of EMS. The Office of EMS must approve courses that include portions delivered via distance education. The curriculum for the EMT educational program shall be the 1994 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Basic Course: National Standard Curriculum and the Supplemental Airway Modules; for EMT-Basic: NSC. The EMT program must be conducted by an approved Basic or Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT educational program must be a NC credentialed Level I EMS Instructor at the EMT, EMT-Intermediate or EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission. Student prerequisites: High school diploma or general education development (GED); or successful completion of an entrance exam assessing basic reading comprehension skills at a minimum at the tenth grade level.

EMS 3045 EMT Intermediate (Initial) - This course must follow the guidelines established by the NC Office of EMS. The Office of EMS must approve courses that include portions delivered via distance education. The curriculum for the EMT-Intermediate educational program shall be objectives identified from the 1998 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Paramedic Course: National Standard Curriculum. The EMT-Intermediate program must be conducted by an approved Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT-Intermediate educational program must be a NC credentialed Level II EMS Instructor at the EMT-Intermediate or EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission. Student prerequisites: successful completion of an EMT-Basic course; high school diploma or
general education development (GED); successful completion of an entrance exam assessing basic reading comprehension and English skills at a minimum at the post-secondary grade level; demonstration of math skills at a minimum at the high school grade level. Recommended hours: 160 didactic; 48 clinical; 48 field internship.

EMS 3046 Pediatric Advanced Life Support - The P.A.L.S. course is designed to certify Emergency Medical Personnel in Pediatric Advanced Life Support through the American Heart Association. This course teaches the proper evaluation and treatment of a pediatric patient in cardiopulmonary arrest. Upon successful completion, the student will be awarded P.A.L.S. certification from the American Heart Association. Pre-requisite: It is desirable but not required that an ALS certification be held.

EMS 3048 Advanced Cardiac Life Support - This course follows the standard American Heart Association guidelines. It provides physicians, nurses, paramedics and other health care providers with information concerning advanced management of the cardiac patient.

EMS 3050 EMT Basic CE - This course must follow the guidelines established by the NC Office of EMS. The objectives that are to be used in developing each lesson must come from the 1996 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Basic Refresher Course: National Standard Curriculum and the 2002 Supplemental Airway Modules for EMT-Basic: NSC. The EMT program must be conducted by an approved Continuing Education, Basic, or Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT educational program must be a NC credentialed Level I EMS Instructor at the EMT, EMT-Intermediate, or EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission.

EMS 3051 Medical Responder CE - This course must follow the guidelines established by the NC Office of EMS. The objectives that are to be used in developing each lesson must come from the 1996 United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) First Responder Refresher Course: National Standard Curriculum. The Medical Responder program must be conducted by an approved Continuing Education, Basic, or Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the Medical Responder educational program must be a NC credentialed Level I EMS Instructor at the EMT, EMT-Intermediate, or EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission.

EMS 3055 EMT Intermediate CE - This course must follow the guidelines established by the NC Office of EMS. The objectives that are to be used in developing each lesson must come from the 2001 Release of the United States Department of Transportation (US DOT) National
Highway Traffic Safety Administration (NHTSA) EMT-Intermediate: NSC Refresher Course. The EMT-Intermediate program must be conducted by an approved Continuing Education, Basic, or Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT-Intermediate educational program must be a NC credentialed Level I EMS Instructor at the EMT-Intermediate or EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission.

EMS 3060 EMT Paramedic CE - This course must follow the guidelines established by the NC Office of EMS. The objectives that are to be used in developing each lesson must come from the 2001 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Paramedic: NSC Refresher Course. The EMT-Paramedic program must be conducted by an approved Continuing Education, Basic, or Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT-Paramedic educational program must be a NC credentialed Level I EMS Instructor at the EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission.

Haywood Community College

EMS 3000 Anatomy and Physiology for EMS Professionals - This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology. This course must follow specific guidelines established by the NC Office of Emergency Medical Services (OEMS), including those related to online delivery, curriculum content, instructor credentials, and student admissions requirements/prerequisites.

EMS 3025 Medical Responder (Initial) - This course must follow the guidelines established by the NC Office of EMS. The Office of EMS must approve courses that include portions delivered via distance education. The curriculum for the MR educational program shall be the 1995 United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) First Responder Course: National Standard Curriculum. The MR program must be conducted by an approved Basic or Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the MR educational program must be a NC credentialed Level I EMS Instructor at the EMT, EMT-Intermediate or EMT-Paramedic level as defined in the rules of the North Carolina
Medical Care Commission. Student prerequisites: High school diploma or general education development (GED); or successful completion of an entrance exam assessing basic reading comprehension skills at a minimum at the tenth grade level.

EMS 3031 EMT Paramedic (Initial) - This course must follow the guidelines established by the NC Office of EMS. The Office of EMS must approve courses that include portions delivered via distance education. The curriculum for the EMT-Paramedic educational program shall be the 1998 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Paramedic Course: National Standard Curriculum. The EMT-Paramedic program must be conducted by an approved Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT-Paramedic educational program must be a NC credentialed Level II EMS Instructor at the EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission. Student prerequisites: successful completion of an EMT-Basic course; high school diploma or general education development (GED); successful completion of an entrance exam assessing basic reading comprehension and English skills at a minimum at the post-secondary grade level; demonstration of math skills at a minimum at the high school grade level. Recommended hours: 596 didactic; 200 clinical; 300 field internship. Pre- or Co-requisite course EMS XXXX Anatomy and Physiology.

EMS 3041 Basic Trauma Life Support - The Trauma Life Support Course is designed to increase the knowledge and skill level of the emergency medical technician in assessing and treating any trauma-related injury. Much of the material in this course is not covered in the initial EMT or EMT-1 course. It is designed for the student to better recognize possible trauma injuries due to mechanism of injury, better assess the patient and more aggressively treat shock and trauma in general.

EMS 3044 EMT Basic (Initial) - This course must follow the guidelines established by the NC Office of EMS. The Office of EMS must approve courses that include portions delivered via distance education. The curriculum for the EMT educational program shall be the 1994 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Basic Course: National Standard Curriculum and the Supplemental Airway Modules for EMT-Basic: NSC. The EMT program must be conducted by an approved Basic or Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT educational program must be a NC credentialed Level I EMS Instructor at the EMT, EMT-Intermediate or EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission. Student prerequisites: High school diploma or general education development (GED); or successful completion of an
entrance exam assessing basic reading comprehension skills at a minimum at the tenth grade level.

EMS 3045 EMT Intermediate (Initial) - This course must follow the guidelines established by the NC Office of EMS. The Office of EMS must approve courses that include portions delivered via distance education. The curriculum for the EMT-Intermediate educational program shall be objectives identified from the 1998 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Paramedic Course: National Standard Curriculum. The EMT-Intermediate program must be conducted by an approved Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT-Intermediate educational program must be a NC credentialed Level II EMS Instructor at the EMT-Intermediate or EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission. Student prerequisites: successful completion of an EMT-Basic course; high school diploma or general education development (GED); successful completion of an entrance exam assessing basic reading comprehension and English skills at a minimum at the post-secondary grade level; demonstration of math skills at a minimum at the high school grade level. Recommended hours: 160 didactic; 48 clinical; 48 field internship.

EMS 3046 Pediatric Advanced Life Support - The P.A.L.S. course is designed to certify Emergency Medical Personnel in Pediatric Advanced Life Support through the American Heart Association. This course teaches the proper evaluation and treatment of a pediatric patient in cardiopulmonary arrest. Upon successful completion, the student will be awarded P.A.L.S. certification from the American Heart Association. Pre-requisite: It is desirable but not required that an ALS certification be held.

EMS 3048 Advanced Cardiac Life Support - This course follows the standard American Heart Association guidelines. It provides physicians, nurses, paramedics and other health care providers with information concerning advanced management of the cardiac patient.

EMS 3050 EMT Basic CE - This course must follow the guidelines established by the NC Office of EMS. The objectives that are to be used in developing each lesson must come from the 1996 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Basic Refresher Course: National Standard Curriculum and the 2002 Supplemental Airway Modules for EMT-Basic: NSC. The EMT program must be conducted by an approved Continuing Education, Basic, or Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT educational program must be a NC credentialed Level I EMS Instructor at the EMT, EMT-
Intermediate, or EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission.

EMS 3051 Medical Responder CE - This course must follow the guidelines established by the NC Office of EMS. The objectives that are to be used in developing each lesson must come from the 1996 United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) First Responder Refresher Course: National Standard Curriculum. The Medical Responder program must be conducted by an approved Continuing Education, Basic, or Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the Medical Responder educational program must be a NC credentialed Level I EMS Instructor at the EMT, EMT-Intermediate, or EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission.

EMS 3055 EMT Intermediate CE - This course must follow the guidelines established by the NC Office of EMS. The objectives that are to be used in developing each lesson must come from the 2001 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Intermediate: NSC Refresher Course. The EMT-Intermediate program must be conducted by an approved Continuing Education, Basic, or Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT-Intermediate educational program must be a NC credentialed Level I EMS Instructor at the EMT-Intermediate or EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission.

EMS 3060 EMT Paramedic CE - This course must follow the guidelines established by the NC Office of EMS. The objectives that are to be used in developing each lesson must come from the 2001 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Paramedic: NSC Refresher Course. The EMT-Paramedic program must be conducted by an approved Continuing Education, Basic, or Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT-Paramedic educational program must be a NC credentialed Level I EMS Instructor at the EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission.

EMS 3074 EMS Instructor Methodology – This course is designed to prepare the student to teach adults and to understand the adult learner. Participants will learn how to prepare teaching outlines and organize practical skills. This course is required for certification as an NC Certified EMT Instructor.

EMS 3077 Paramedic Refresher - This course must follow the guidelines established by the NC Office of EMS. The Office of EMS must approve courses that include portions delivered via distance education.
curriculum for the EMT-Paramedic Refresher educational program shall be the 2001 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Paramedic: NSC Refresher Curriculum. The EMT-Paramedic Refresher program must be conducted by an approved Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT-Paramedic Refresher educational program must be a NC credentialed Level II EMS Instructor at the EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission. Student prerequisites: currently or previously credentialed as a NC EMT-Paramedic; high school diploma or general education development (GED); successful completion of an entrance exam assessing basic reading comprehension and English skills at a minimum at the post-secondary grade level.

Randolph Community College

EMS 3077 Paramedic Refresher - This course must follow the guidelines established by the NC Office of EMS. The Office of EMS must approve courses that include portions delivered via distance education. The curriculum for the EMT-Paramedic Refresher educational program shall be the 2001 Release of the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Paramedic: NSC Refresher Curriculum. The EMT-Paramedic Refresher program must be conducted by an approved Advanced Educational Institution as defined in the rules of the North Carolina Medical Care Commission. The lead instructor for the EMT-Paramedic Refresher educational program must be a NC credentialed Level II EMS Instructor at the EMT-Paramedic level as defined in the rules of the North Carolina Medical Care Commission. Student prerequisites: currently or previously credentialed as a NC EMT-Paramedic; high school diploma or general education development (GED); successful completion of an entrance exam assessing basic reading comprehension and English skills at a minimum at the post-secondary grade level.

Edgecombe Community College

PSY 150 General Psychology – This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.
Publications/Presentations

"Employee Motivation – Rekindle the Fire”
NC Association of EMS Administrator’s Conference
Asheville, NC

“The Employee Appraisal Process”
NC Association of EMS Administrator’s Conference
Asheville, NC

“Recruitment and Retention of Quality Employees”
NC Association of EMS Administrator’s Conference
Asheville, NC
2011, 2012,

“Employee Motivation – Rekindle the Fire”
UNC – Chapel Hill School of Medicine
Emergency Disaster and Management Program
Chapel Hill, NC
2012, 2014

“The Employee Appraisal Process”
UNC – Chapel Hill School of Medicine
Emergency Disaster and Management Program
Chapel Hill, NC
2012, 2014

“Recruitment and Retention of Quality Employees”
UNC – Chapel Hill School of Medicine
Emergency Disaster and Management Program
Chapel Hill, NC
2012, 2014

Research Mentorship


Achievements

- Supervised the only medical triage center in Ground Zero during September 11th attaches on the World Trade Center
- Developed the online continuing education program for Emergency Medical Sciences at Montgomery Community College (2005)
- Developed the online continuing education program for Emergency Medical Sciences at Haywood Community College (2012)
- Co-developed the baccalaureate program for Healthcare Administration & Informatics for Western Carolina University (on hold due to budget constraints and turnover in University/College/School Administrations
References

References are available upon request.
Sherry Miles Robison, MS, RD, LDN
Western Carolina University
School of Health Sciences
105 Health & Human Sciences Building
Cullowhee, NC 28723
Office: 828-227-2659
smrobison@email.wcu.edu

EDUCATION:
University of Memphis; Master of Science in Clinical Nutrition with a combined Dietetic Internship and Residency
Graduation: May 1994, GPA: 3.8

University of Tennessee, Martin; Bachelor of Science. Major: Home Economics, concentration: Dietetic ADA IV
Graduation: May 1992, cum laude

EXPERIENCE:
Western Carolina University; August 2008-present. Director of Dietetic Internship, Clinical Coordinator, Assistant Professor. Direct, coordinate, plan and evaluate dietetic internship to ensure compliance with ACEND standards and improve program effectiveness. Teach graduate level dietetic internship courses and appropriate undergraduate courses as needed. Provide training to site preceptors. Assist in planning and managing student research projects. Provide career counseling for dietetic interns.


Four Square Head Start: August 2004-present. Consultant Dietitian. Ensure high quality nutrition in child care settings in a four county area through screening, assessment, education activities and counseling. Evaluate achievement of nutrition program benchmarks and provide appropriate guidance. Monitor compliance of menus to be nutritionally adequate and consistent with the Dietary Guidelines for Americans.

nursing facilities. Completed sanitation inspections in kitchen and maintained records.

**Jackson Madison County General Hospital:** June 1994-August 1996. Clinical Dietitian. Responsible for the provision of medical nutrition therapy and ensured that nutrition standards of care for assigned patients were met. Developed, initiated, and evaluated nutrition care plans. Completed management tasks as assigned.


**University of Tennessee Newborn Center:** August 1992-May 1993. Graduate Research Assistant. Gathered research data for the study of enteral feeding initiation in relation to the development of necrotizing enterocolitis in the neonatal intensive care unit.

**Jackson Madison County General Hospital:** June 1992-August 1992. Dietitian’s Assistant. Modified patient menus, conducted kitchen inspections, assisted with food preparation, and completed food service administrative tasks. Monitored quality improvement standards and assisted with management of food inventory.

**PROFESSIONAL CERTIFICATIONS**
Registered Dietitian with the Commission on Dietetic Registration, Registration # 805645
Licensed Dietitian/Nutritionist through the North Carolina Board of Dietetics, License # L001456
Certified in Child and Adolescent Weight Management, June 2011
Infant-Toddler-Family Specialist

**TEACHING EXPERIENCE at WCU**
ND 680-60 Concepts & Methods of Dietetic Practice
ND 671-80 Orientation Practicum in Clinical Dietetics
ND 681-80 Practicum in Clinical Dietetics
ND 682-81 Orientation to Administrative Dietetics
ND 682-81 Practicum in Administrative Dietetics
ND 673-80 Orientation to Community Nutrition
ND 683-80 Practicum in Community Dietetics
ND 439-01 Introduction to Professional Practice
ND 334-01 Nutritional Applications Lecture
ND 334-30 Nutritional Applications Lab
ND 693-80 The Entrepreneurial Nutritionist  
ND 453-01 Medical Nutrition Therapy Lab

PROFESSIONAL AFFILIATIONS
Member of the Academy of Nutrition and Dietetics (AND)  
Member of Western North Carolina Academy of Nutrition and Dietetics  
Nutrition and Dietetic Educators and Preceptors Practice Group of AND  
Pediatric Nutrition Dietetic Practice Group of AND  
Nutrition Education for the Public Dietetic Practice Group of AND  
Healthy Aging Dietetic Practice Group of AND

SCHOLARSHIP
Publications:
Paton-Aiken A., Jackson E., Littman A., Robison S. (2013) "Local food and farm to  
school education project: supporting nutrition and dietetic student achievement of core  
knowledge and competencies through local food-focused service-learning opportunities".  
Academy of Nutrition and Dietetics Hunger and Environmental Nutrition Newsletter.  
Spring 2013. 45-47.

Robison S., Paxton-Aiken A., Marques B., Jackson E. (2013) "Farm to school education  
project: innovative partnership to support student achievement of core knowledge and  
competencies and provide service-learning opportunity through farm to school. Journal  
of the Academy of Nutrition and Dietetics. 112 (9): A50.

Program Accreditation Documents:

WCU Dietetic Internship Program Assessment Report for Continued Accreditation to  
ACEND, 2-28-14

WCU Dietetic Internship Program Interim Report to ACEND; 3-1-12

WCU Dietetic Internship Program 2012 Accreditation Standards Response to ACEND;  
5-31-12

WCU Dietetic Internship Program Self-Study for Continued Accreditation to ACEND, 1-  
5-2008

Presentations:
Robison S. Farm to School Education Project: Innovative Partnership to Support Student  
Achievement of Core Knowledge and Competencies and Provide Service-Learning  
Opportunities through Farm to School. Food and Nutrition Conference and Expo  
Research and Practice Innovation Category for Poster Presentation, Houston, Texas.  
October 2013.
Paxton-Aiken A, Robison S: An Upstream Farm to School Approach: Increasing the capacity of future teachers and health professionals to include local food and farm based experiences in their work Poster Session: Local Food and Farm to School Education Project. Southern Obesity Summit Education Breakout Session, Nashville, TN. November 2013.

Bricker P, Tallant A, Robison S: From the Professor Prospective: Local Food and Farm to School across University Curricula. Appalachian Sustainable Agriculture Project (ASAP) Regional Farm to School Conference Breakout Session, Asheville, NC. November 2013.

AWARDS & HONORS
North Carolina Dietetic Association’s Outstanding Dietetics Educator Award for 2014 (DI category)

Nomination: College of Health and Human Sciences Board of Governor’s Innovative Teaching Award (2012, 2013, 2014)

CONTINUING EDUCATION
• Applying the Quality Matters™ Rubric for Higher Education Assessments, Rubrics, and Triangulation online course, 9-2014
• Food and Nutrition Conference and Expo, 10-2014
• Food and Nutrition Conference and Expo, 10-2013
• NC Dietetic Association Annual Meeting; March 16-18, 2013
• Nutrition and Dietetic Educators and Preceptors Area Meeting; April 11-12, 2013
• Western NC Dietetic Association Meetings
• The Weight of the Nation: A Community Conversation about Obesity Solutions; 1-15-13
• Summer Institute for Teaching and Learning: The Road Less Traveled: Connecting the Dots in the e-Learning Experience; May 15-17, 2012
• Blackboard Instructional Workshops
• The Dietetics Workforce Demand Study: What Does it Mean to You as a Dietetics Educator? Webinar on 11-7-12
• HHS General Classroom Quick Start Training
• Child and Adolescent Weight Management Course and Certification Exam
• Update to CAFE’s 2008 Accreditation Standards Webinar on 9-9-12
• 2012 ACEND Accreditation Standards Webinar on 3-12-12
• NC Dietetic Association Annual Meeting
• Western NC Dietetic Association Meetings
• Boyer Scholarship Retreat
• Summer Institute for Teaching and Learning: The Road Less Traveled: Connecting the Dots in the e-Learning Experience
• NIH Grant Workshop
• WCU Leadership Retreat: Navigating the Future
• Engagement Seminar: Introduction to Qualitative Methods
- Blackboard Instructional Workshops
- Faculty Development Day
- The Eastern Band of Cherokee Indians: Issues in Health
- Poverty Project
- Food Security Forum
- WCU Summer Institute on Teaching and Learning- “Diversity in the Classroom” May 2011
- Becoming an Engaged Scholar: A Workshop on Integrating Community and Academia, 2/19/2011
- Coulter Faculty Commons Training: included part 1 and 2 of Blackboard Training, Pedagogy of Intentional Learning
- Annual North Carolina Dietetics Association Meeting and Expo 4/2011
- Pediatric Obesity a Growing Problem: What Can We Do?
- Pioneering Healthier Communities
- WNC Healthy Kids: Communities Working Together Conference
- CADE’s Preconference Workshop on Accreditation: 10/2009
- Food and Nutrition Conference and Expo: 10/2009
- Western Dietetic Association Meetings
- Annual North Carolina Dietetics Association Meeting and Expo 4/2010
- Dietetic Educator’s Area Meeting in Saint Louis, MO (4/2010)
- WCU Summer Institute on Teaching and Learning- “Pursuing a SoTL Project” 5/2009
## Number of sections and average class size by type

### College of Health and Human Sciences

#### Health Sciences

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Prepared by Office of Institutional Planning and Effectiveness (EAIQE) 11/19/2014
## Number of sections and average class size by type

### College of Health and Human Sciences
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Prepared by Office of Institutional Planning and Effectiveness

11/19/2014
## Number of sections and average class size by type

### College of Health and Human Sciences

#### Health Sciences

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# Course summary by Academic Year and Instructor

## College of Health and Human Sciences

**Health Sciences**

*Graduate EMC, MHS, ND*

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Prepared by Office of Institutional Planning and Effectiveness

10/02/2014
# Course summary by Academic Year and Instructor

## College of Health and Human Sciences

### Health Sciences

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Standard 5 Appendix

- *Five year* program profile to include:
  a. Number of applicants to program
  b. Number of students admitted to program
  c. Academic qualifications of admitted students (e.g. standardized test scores, GPA, rank)
  d. GRE distributions for all new WCU graduate students
  e. Number of women, minority, and international students in program
  f. Number of students graduated each year

- Entry requirements for admission to the program
- Enrollment in relevant courses (e.g., internships, independent studies, etc.) during past three years
- Number and types of concentrations completed by students in past three years
- List of student research projects and attendance at conferences for past three years
- Student transcripts – (available for external review team upon request)
- Student advising files – (available for external review team upon request)
- Employment positions or graduate institutions/degrees held by recent graduates
- Senior, alumni and employer survey responses, as appropriate
- Exam scores, as appropriate
# New Student Averages

## College of Health and Human Sciences

### Health Sciences

#### Masters Health Science

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<th>Admittance</th>
<th>New Majors</th>
<th>Average UG GPA</th>
<th>Average GRE Quantitative</th>
<th>Average GRE Verbal</th>
<th>Average GRE Writing</th>
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### Average of Total GRE Scores
New Graduate Students

![Graph showing average total GRE scores from 2009 to 2013.]

### GRE Score Distribution
New Graduate Students

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* Cells with a - have no data. Cells with 0% have data, but less than 1%.
# Enrolled Student Demographics by Regular Term

## College of Health and Human Sciences

### Health Sciences

*Masters Health Science*

(\# of students)

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<td>Fall</td>
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<td>Fall</td>
<td>Spring</td>
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### Citizenship

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### Race/Ethnicity

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### Class Level

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Total students: 70 72 93 79 73 60 27 57 75 80
## Enrolled Student Demographics by Academic Year

### College of Health and Human Sciences

**Health Sciences**

*Masters Health Science*  
(# of students)

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<tbody>
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# Degrees Conferred

## College of Health and Human Sciences

**Health Sciences**

**Masters Health Science**

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MHS Admission

Click to jump to sections below:
* Application Deadlines * Admission Criteria * Cost & Financial Aid * Apply Now *

Application Deadlines

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NOTE: Application materials must be submitted by the deadline even if recommendations or GRE scores are still pending.

Applications submitted after the deadline will not be reviewed. However, applicants may contact the Graduate School by email and request to have their application moved to the next available semester, with no additional cost.

Admission Criteria

1. Cumulative grade point average of "B" or higher (3.0 on a 4.0 scale) in all upper-level undergraduate coursework.

2. Satisfactory scores on the verbal, quantitative and analytical portions of the General Test of the Graduate Record Examination (GRE):

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3. Three letters of recommendation from instructors or employers who are able to judge aptitude for graduate study.

4. An Application Essay (Word)

5. Students wishing to apply for admission to the Dietetic Internship must complete a separate Dietetic Internship application and be selected for admission. Applicants admitted to the DI program will be automatically admitted to the MHS program Nutrition concentration. For details on the process, contact the Dietetic Internship (DI) Program.

Cost & Financial Aid

Costs, Tuition and Fees are based on distance or residential status.

- Distance Learning Students
## Enrollment in relevant courses

**College of Health and Human Sciences**  
**Health Sciences**  
**All Graduate Prefixes**

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MHS Program completion by Concentration

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*Institutional reporting timeframe*
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<td>Bachman, Michael</td>
<td>Direct transport of STEMI patient to a PCI Center in a rural EMS system</td>
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<td>Cantrell, Clyde</td>
<td>Impact of delayed and infrequent administration of vasopressors on return of spontaneous circulation during out-of-hospital cardiac arrest</td>
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<td>Prehospital administration of tenecteplase for ST-Elevation Myocardial Infarction in a rural EMS system</td>
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<td>Improving prehospital endotracheal intubation psychomotor skill using high fidelity human patient simulators</td>
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<td>The effect of exercise on the mental health of children</td>
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<td>A comparison of obesity attitudes in three undergraduate major groups</td>
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<td>2013</td>
<td>Pertet, William</td>
<td>Does displaying of nutritional information at the WCU campus dining hall influence students to choose healthier foods?</td>
<td>Billon</td>
</tr>
<tr>
<td>2013</td>
<td>Roberts, Elayna</td>
<td>Vein vs gut: How significant is the difference in cost between enteral nutrition (EN) and total parenteral nutrition (TPN) at Hamilton Medical Center over the course of one year</td>
<td>Billon</td>
</tr>
<tr>
<td>2013</td>
<td>Rushing, Tiffany</td>
<td>The effect of nutrition labeling at point of purchase on sales of entrees</td>
<td>Billon</td>
</tr>
<tr>
<td>2013</td>
<td>Melanie Batchelor</td>
<td>Evaluating the Effectiveness of a Community Based, Family-Centered Pilot Program for Overweight/Obese Children Age 6-11 in Jackson County, North Carolina.</td>
<td>Billon</td>
</tr>
<tr>
<td>2013</td>
<td>Jen Picicci</td>
<td>Does Mindfulness Training at Home Impact Eating and Exercise Habits in Adults?</td>
<td>Billon</td>
</tr>
<tr>
<td>2013</td>
<td>Vicki K-Adcock</td>
<td>What do NC Dietitians think about the new USDA food guidance initiative logo (MyPlate)?</td>
<td>Tait</td>
</tr>
<tr>
<td>2013</td>
<td>Catherine Lynch</td>
<td>Perceived Benefits and Barriers to use of the Campus Recreation Center at Western Carolina University.</td>
<td>Billon</td>
</tr>
<tr>
<td>2013</td>
<td>Chris Martin</td>
<td>Emergency Medical Technicians (EMTs) and Paramedic Care Competency Training Using Simulation Technology</td>
<td>Billon</td>
</tr>
<tr>
<td>2013</td>
<td>Emily Keenan</td>
<td>Effects of Preventative Methods Education on Acquired Urinary Tract Infections in a Long Term Care Facility.</td>
<td>Billon</td>
</tr>
<tr>
<td>2013</td>
<td>Allred, Sarah</td>
<td>Hospital Readmission Risk: Is Absence of a Primary Care Provider The Best Predictor?</td>
<td>Tait</td>
</tr>
<tr>
<td>2013</td>
<td>Extine, Jennifer</td>
<td>Nursing Satisfaction with Clinical Laboratory Services at a Western North Carolina Critical Access Hospital</td>
<td>Tait</td>
</tr>
<tr>
<td>2013</td>
<td>Gyampoh, Michael</td>
<td>Stenting Versus Carotid Endarterectomy for Treatment of Carotid-Stenosis</td>
<td>Tait</td>
</tr>
<tr>
<td>2013</td>
<td>Thomas, Andrew</td>
<td>Caregiver Assisted Vacation Survey (CAVS)</td>
<td>Tait</td>
</tr>
<tr>
<td>2013</td>
<td>Henson, Benjamin</td>
<td>Family interactions with long term residents and perceptions of foodservice satisfaction</td>
<td>Tallant</td>
</tr>
<tr>
<td>2014</td>
<td>Tallman, Katie</td>
<td>Serum 25-hydroxy vitamin D deficiency and vitamin D nutrient intake/supplementation among the US population</td>
<td>Billon</td>
</tr>
<tr>
<td>2014</td>
<td>Nichols, Hannah</td>
<td>Ways to increase the use of local foods in Western North Carolina school systems: An analysis of perceived barriers and facilitators</td>
<td>Billon</td>
</tr>
<tr>
<td>2014</td>
<td>Farrell, Emily</td>
<td>Docs long term breastfeeding duration (&gt;6 months) in infants decrease their risk of adulthood obesity</td>
<td>Billon</td>
</tr>
<tr>
<td>2014</td>
<td>Keleher, Lauren</td>
<td>The incidence of breast cancer in women who breastfed compared to women who did not breastfeed</td>
<td>Billon</td>
</tr>
<tr>
<td>2014</td>
<td>Foss, Heather</td>
<td>Measuring correlations among demographics, delivering providers, and early elective delivery in a small North Carolina hospital</td>
<td>Desendord</td>
</tr>
<tr>
<td>2014</td>
<td>Joy C Balderas</td>
<td>How can Team Development Improve Team Function for Home Based primary care at the Charles George VA Medical Center</td>
<td>Hollis</td>
</tr>
<tr>
<td>2014</td>
<td>Christi K. Winebarger</td>
<td>Socialization Benefits among the Elderly within a Skilled Nursing and Rehabilitation Facility</td>
<td>Hollis</td>
</tr>
<tr>
<td>2014</td>
<td>Johanna Young</td>
<td>A Systematic Review assessing the efficacy of Physical Activity in the School Setting as a Mediator to Behavior, Cognitive and Academic Performance in students with Attention Deficit</td>
<td>Hollis</td>
</tr>
<tr>
<td>Year</td>
<td>Student</td>
<td>Research Title</td>
<td>Faculty Advisor</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>2014</td>
<td>Dawn Carroll</td>
<td>Does Inter-professional Education (IPE) Change the Familiarity and Attitudes of Medical Students towards other Health Care Professionals?</td>
<td>Hollis</td>
</tr>
<tr>
<td>2014</td>
<td>Jessie Funderburk</td>
<td>Effect of the Affordable Care Act (ACA) on the Indigent Population of Transylvania County, North Carolina</td>
<td>Hollis</td>
</tr>
<tr>
<td>2014</td>
<td>Allison Charles</td>
<td>Can Utilization of Electronic Health Record reporting tools improve patient compliance with adult onset diabetes measures of care in a primary care practice?</td>
<td>Hollis</td>
</tr>
<tr>
<td>2014</td>
<td>Hope Burch</td>
<td>Knowledge and Potential Influences of Smokeless Tobacco (ST) in Adolescent Males</td>
<td>Hollis</td>
</tr>
<tr>
<td>2014</td>
<td>Stein, Deborah</td>
<td>Perceived vs actual quality of CPR</td>
<td>Hubble</td>
</tr>
<tr>
<td>2014</td>
<td>O'Brien, Ginny</td>
<td>The Attrition Condition: Use of preparatory course to reduce EMT course attrition and improve performance on North Carolina certification exams</td>
<td>Hubble</td>
</tr>
<tr>
<td>2014</td>
<td>Bliss, Rebecca</td>
<td>Leadership SuccessionPlanning in Healthcare - Why the Future Matters</td>
<td>Raming</td>
</tr>
<tr>
<td>2014</td>
<td>Campbell, Carol</td>
<td>The Perceived Barriers to the Use of Evidenced Based Medicine in a Small, Rural Hospital in Western North Carolina</td>
<td>Tait</td>
</tr>
<tr>
<td>2014</td>
<td>Morgan, Andrew</td>
<td>A Systematic Review Investigating How Previous Studies have Recommended Prevention and Control of Cardiovascular Disease in African Americans.</td>
<td>Tait</td>
</tr>
<tr>
<td>2014</td>
<td>Cochran, Alison</td>
<td>Diabetes: Is Swain County Losing the Battle?</td>
<td>Tait</td>
</tr>
<tr>
<td>2014</td>
<td>Elledge, Kristin</td>
<td>Food safety knowledge of students at Western Carolina University</td>
<td>Tallant</td>
</tr>
<tr>
<td>2014</td>
<td>Holland, Caroline</td>
<td>Identifying motivators and barriers of diabetes self-management in a rural community: A focus group</td>
<td>Tallant</td>
</tr>
<tr>
<td>2014</td>
<td>Toler, Mindy</td>
<td>Quality measures impacting initiation, exclusivity and duration of breastfeeding in Western North Carolina Women, Infants, and Children participants</td>
<td>Tallant</td>
</tr>
</tbody>
</table>
Hello! The purpose of this survey is to evaluate MHS student advising at WCU. For the purpose of this survey, 'advising' is defined as the periodic discussion of courses for your program of study. The following survey should take no more than 10 minutes to complete.

All responses will be anonymous. The information you provide on your advising experience will help the faculty make improvements in our advising services.

Thank you!

Who is your MHS Academic Advisor?

☐ Dr. Wayne Billon
☐ Dr. Ted Chiappei
☐ Dr. Marianne Hollis
☐ Dr. Mike Hubble
☐ Professor Sherry Robison
☐ I don't know who my advisor is

What is your current MHS Concentration?

☐ Dietetic Internship
☐ Emergency Medical Care
☐ Gerontology
☐ Health Education
☐ Health Management
☐ Nutrition

What is your current student status?

☐ Part-time (2 or fewer courses a semester, excluding summer)
☐ Full-time (3 courses a semester, excluding summer)

On what date (month/year) did you last consult with your advisor?

[Blank space for input]

What method did you use in consulting with your advisor?

- Met in person
- Talked by Phone
- Email
- WIMBA Conference
- Other (please specify in the box below)

On average, how many times per semester do you consult your advisor?

- 1 – 2 times
- 3 – 5 times
- > 5 times
- I don’t usually meet with my advisor

When do you typically interact with your advisor?

- Only before registration for the next semester
- During registration as well as at other times during the semester
- Never, I self-advice

What was the reason for your most recent advising session?

- To register for the next semester
- A follow-up session regarding registration
- General advising about degree requirements
- To add, drop or withdraw a class
- A session to discuss internship and/or assistantship opportunities
- Other (i.e. discuss scholarships, grades, other problems), please specify below

How easy was it to schedule an appointment (in person, phone or Email) with your advisor?

Very Difficult | Difficult | Somewhat Difficult | Somewhat Easy | Easy | Very Easy

Approximately how much time was spent in your most recent session with your advisor?
10 – 20 minutes
up to 30 minutes
> 30 minutes

Did you have an appointment or contact your advisor during posted campus or 'virtual' office hours?
- I had a specific appointment (E.g. in person, phone, WiMBA conference)
- During posted office hours (on campus or 'virtual')
- Outside posted office hours (on campus or 'virtual')

Please rate the following statements regarding the advising you have received.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I received clear guidance about degree requirements.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My advisor is knowledgeable about degree requirements.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My advisor discusses my progress toward graduation on a regular basis.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My advisor provides guidance and advice regarding my Dietetic Internship (DI) plans.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Please rate the following statements regarding the advising process in general.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My advisor returns messages (email and phone) in a timely fashion.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Whenever I contact my advisor about an issue or concern, my advisor is friendly and approachable.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My advisor refers me to appropriate campus resources when needed.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My advisor demonstrates an interest in my personal and academic success.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My advisor provides guidance regarding my post-graduate plans (employment or further graduate education).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>As a student, I have taken an active role in the advising process by scheduling my appointment, preparing for advising sessions in advance and effectively communicating</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
with my advisor.

What has been the most positive aspect of your MHS advising experience?

What recommendations do you have for improving advising in the MHS program?

What additional comments do you have about your MHS advising experience?
Master of Health Sciences

Student & Alumni Research

Concentrations

Health Education
Health educators design, implement, and manage programs for individuals and communities to promote the benefits of a healthy lifestyle. They also educate the public on various health topics including:
- Proper nutrition
- Health benefits of exercise
- Sexually transmitted diseases
- Prenatal care
- Health dangers of alcohol and tobacco

Emergency Medical Care
Master's prepared emergency medical care professionals hold leadership roles in management and educational areas in the field. Positions for EMS professionals with advanced degrees include:
- EMS Director
- EMS Training Officer
- EMS Supervisor
- EMS Educator
- Many others in the health care industry, local and state agencies, and academic institutions.

Health Management
Health care executives and administrators are required to find solutions to more difficult problems to ensure that the delivery of health care services in the U.S., provide high-quality care while maintaining cost-effectiveness.

Nutrition
Nutrition plays a vital role in the prevention and treatment of many diseases or conditions and is an essential part of maintaining and promoting a healthy lifestyle. With current issues such as the rise in both the obesity rate and the rate of diabetes, it is becoming increasingly important to rely on professionals within the nutrition field to help address many of the health challenges that face Americans currently and in the years to come.

Nutrition Internships: Available within the Registered Dietitian Program

http://mhs.wcu.edu

Employment Opportunities

A Master in Health Sciences from Western Carolina University sets our graduates apart with employers and offers more career opportunities in the field. Graduates of the Master of Health Sciences program at Western Carolina University enjoy careers with local, state, and national health care organizations and community agencies.

Places of employment for our graduates include:

- MedWest
- Carolina HealthCare System
- Mission Health System
- HCA
- NC Community Colleges
- The Enарамет
- HCS

In Press:
Greetings Alumni!

We hope you are doing well and have benefited from your graduate degree. The purpose of this survey is to assess your overall satisfaction with the Master of Health Sciences (MHS) program at Western Carolina University. Second, to gather your reflections on the program courses, concepts and activities. And finally, your professional activities since graduation.

Please answer all questions candidly and provide additional information as needed. Depending on the length of your comments, this survey should take 10-15 minutes to complete. All responses will be confidential and only summary data will be used for program improvement.

The information you provide will help improve the quality of our graduate education provided to future students. It is only through your thoughtful feedback that our program has continued to improve throughout the years.

Thank you for your participation!

When were you admitted to the MHS program?

Semester □
Year □

When did you graduate from the MHS program?

Semester □
Year □

What was your concentration?

☐ Emergency Medical Care
☐ Gerontology
☐ Health Education
☐ Health Management
☐ Nutrition

Rank how much each factor below influenced your decision to apply to the MHS program

WCU Reputation
<table>
<thead>
<tr>
<th>Program Reputation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
</tr>
<tr>
<td>On line course delivery</td>
</tr>
<tr>
<td>Time for degree completion</td>
</tr>
<tr>
<td>Relevance of course work</td>
</tr>
<tr>
<td>Path to Employment or Promotion</td>
</tr>
<tr>
<td>Option for Additional Certification</td>
</tr>
<tr>
<td>Interaction with other disciplines</td>
</tr>
</tbody>
</table>

Did the program meet your expectations?
- [ ] Yes
- [ ] No

How would you rate your overall experience in the MHS program?

<table>
<thead>
<tr>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

If a friend or colleague asked about applying to the MHS program, would you...

<table>
<thead>
<tr>
<th>Highly recommend</th>
<th>Recommend</th>
<th>Recommend with reservations</th>
<th>Not recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

How would you rate your experience with the tools/software used in your courses?

<table>
<thead>
<tr>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Did Not Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Blackboard | 0 | 0 | 0 | 0 | 0 | 0
WiMBA conferencing | 0 | 0 | 0 | 0 | 0 | 0
Go-to-Meeting (GTM) | 0 | 0 | 0 | 0 | 0 | 0
Pre-recorded Lectures | 0 | 0 | 0 | 0 | 0 | 0
M peninsula Download Features | 0 | 0 | 0 | 0 | 0 | 0
SPSS/PASW Statistical Software | 0 | 0 | 0 | 0 | 0 | 0
Microsoft Excel | 0 | 0 | 0 | 0 | 0 | 0

What courses, concepts, or course activities did you find most valuable?

What other concepts or course activities should be included/added in the MHS curriculum?

What additional suggestions do you have for improving the MHS program?

The next two questions relate to your MHS research.

Have you presented your research outside of the MHS program?

- Yes
- No
If you have presented your research, when/where did you present?

Have you published your research?

- Yes
- No

If you have published your research, provide a citation, or if “under review” provide the name of the journal.

The next series of questions relate to your employment status.

What is your current employment status?

- Currently employed in a field related to the MHS degree
- Currently employed in a field not related to the MHS degree
- Not employed

If you are currently employed, please provide the organization, county and state.

- Employer
- County
- State

Are you currently employed in the same organization as you were prior to graduation?

- Yes
- No
- I was not employed during the MHS program

If yes, are you in the same position or a different position you held before obtaining your MHS degree?
If you are currently unemployed, are you actively seeking employment?

- Yes
- No

If you are seeking employment, how long have you been searching?

- Less than 3 months
- 3 months to <6 months
- 6 months to <9 months
- 9 months to <12 months
- 12 months to <18 months
- 18 months or longer

The last few questions ask about future education goals.

Are you now or have you completed another graduate degree?

- Yes
- No

Please provide the details of your additional degree.

Degree
Institution
Year/Target Year

Do you plan to pursue another graduate degree?

- Yes
If you plan to pursue another degree, what degree might you seek?

- Doctorate
- Masters
- Registered Dietitian
- Physician Assistant
- Physician (e.g. MD, DO)
- Other [ ]

What other comments do you have?

If you would like to provide additional feedback, please provide your name and contact information so a member of the MHS program can contact you.

Name [ ]
Email Address [ ]
Phone Number [ ]

Are you a member of LinkedIn™?

- Yes
- No

We appreciate you taking the time to complete this survey and...

Thank YOU for choosing the MHS program at Western Carolina University!
Registered Dietitian (RD) Licensure Pass Rates for WCU Dietetic Interns*

<table>
<thead>
<tr>
<th>Year</th>
<th>First Attempt Pass Rate</th>
<th>One Year Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>2010</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>2011</td>
<td>69%</td>
<td>77%</td>
</tr>
<tr>
<td>2012</td>
<td>75%</td>
<td>83%</td>
</tr>
</tbody>
</table>

*available data
Standard 6 Appendix

- Organizational chart, if appropriate
- Minutes of departmental meetings – (available to review team upon request)
Standard 7 Appendix

- Equipment, travel, technology, and operating budgets for previous three years
- List of major facilities and equipment
- List of major hardware and software used by the program
  1. Blackboard (Bb) – online learning management system
  2. Go-to-Meeting™ - audio/visual conferencing software
  3. Qualtrics – online survey development software (WCU server protected)
  4. SPSS – statistical software
- Listing of major library resources, databases, and journals
- List of support personnel, including non-teaching graduate assistants

SHS Administrative Assistants:
  1. Jane Buchanan 1.0 FTE
  2. Bobbi Smith 1.0 FTE (as of 1/2015)

MHS non-teaching Graduate Assistant:
  1. Claire Richards - 10 hrs./week student in Communication Sciences Disorders (CSD)
  2. Deborah Broughton – 10 hrs./week (assigned to DI program) student in Communication Sciences Disorders (CSD)
# MHS Program Budgets

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy/print</td>
<td>$ 50.00</td>
<td>$ 50.00</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>Expendable supplies</td>
<td>$150.00</td>
<td>$ 150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>Development fund*</td>
<td>$959.80</td>
<td>$ 646.67</td>
<td>$300.00</td>
</tr>
<tr>
<td>Recruitment Grant (from Grad School)</td>
<td>---</td>
<td>$2200.00</td>
<td>---</td>
</tr>
<tr>
<td>Valley of the Lilics (10% of sponsorship funds solicited for ½ marathon and 5K use)</td>
<td>$300.00</td>
<td>$ 458.76</td>
<td>--- a</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$1459.80</strong></td>
<td><strong>$3505.40</strong></td>
<td><strong>$500.00</strong></td>
</tr>
</tbody>
</table>

*Funds from variety of sources; monthly giving, summer teaching monies, one-time donations

a Not yet participating in sponsorship fund raising

Policy/procedures for annual travel funding for presentations and continuing education available in SHS Office.

**Summary:** Fixed term $500; tenure track $800; tenured $1,200.