

Cover Sheet: Request 14260

IDS 3XXX – Human Dimensions in Health

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Roberta Knickerbocker rknicker@advising.ufl.edu
Created	9/20/2019 1:18:41 PM
Updated	3/12/2021 8:40:27 AM
Description of request	Request new course IDS3XXX Human Dimension in Healthcare

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Interdisciplinary Studies 16000000	Margaret Fields		1/13/2020
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	<p>Recycled.</p> <p>a. Course title and transcript title need to be better connected. Maybe "Healthcare Dimensions" for transcript title?</p> <p>b. Rework course description. Committee suggests: "Introduces students to a variety of healthcare related topics through the use of the humanities and social. Explores patient/family experiences, professions and self-assessment related to healthcare issues and topics in a holistic, mind-body-spirit context."</p> <p>c. Weekly schedule – add weeks 13-15</p> <p>d. Elaborate on grading scheme, add descriptions of assignments, and fix parentheses around B in scale.</p> <p>e. Committee is concerned about similarity with item 14261 – if two distinct classes are actually needed, be sure to revise rationale to clearly state reasons and difference in credits.</p>	2/18/2020
No document changes					
Department	Approved	CLAS - Interdisciplinary Studies 16000000	Margaret Fields	OK, per Joe Spillane	2/21/2020

Step	Status	Group	User	Comment	Updated
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following: 1) please try a transcript title like "Hum Dimensions Health"; 2) Please clarify the rationale vis a vis the the PHPB version, namely some version of the idea that this course is more time-intensive (thus more credits) but at a lower level of complexity (thus the 3XXX versus 4XXX).	4/3/2020
No document changes					
Department	Approved	CLAS - Interdisciplinary Studies 16000000	Margaret Fields		1/11/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		1/22/2021
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	Please obtain consults from , PPHP and Nursing in addition to HHP and use the consultation form as found here: https://approval.ufl.edu/policies/consultations/	2/17/2021
knickerbocker CLAS (002).pdf RE UCC request.txt AAMC Core Competencies.pdf					2/12/2021 2/12/2021 2/12/2021
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/19/2021
External-Consult Human Dimensions in Healthcare CLAS.pdf					2/19/2021
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/19/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

Course|New for request 14260

Info

Request: IDS 3XXX – Human Dimensions in Health

Description of request: Request new course IDS3XXX Human Dimension in Healthcare

Submitter: Roberta Knickerbocker rknicke@advising.ufl.edu

Created: 3/3/2021 10:24:51 AM

Form version: 15

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

IDS

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

3

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Intermediate

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Human Dimensions in Healthcare

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Hum Dimensions Health

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:

Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Seminar course for undergraduate students pursuing a profession in healthcare. Via multimedia, stories, speakers, reading and discussion, students holistically explore and analyze health-related topics in humanities and social sciences. Upon completion, students will have greater insight, sensitivity and understanding in human dimensions and individual worldviews related to health.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Response:

IDS1XXX Introduction to the Pre-Health Process or instructor permission

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PPHP should be written as follows:

HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

Degree programs in the College of Liberal Arts and Sciences (CLAS) provide substantive intellectual and academic development for students. This course offers undergraduate students pursuing a healthcare professions, an opportunity to deepen and broaden their knowledge specific to healthcare related topics and issues using an integration of humanities and social science contexts. This provides a foundation for undergraduate personal and professional development which is core for pursuing lifelong service to others.

This course is instructor lead. While this course is similar in content topics to the PHPB Humanity and Healthcare course, it is intended as an exploration of healthcare issues/topics from multiple perspectives including professionals, patient/families and individual. Assignments and time commitment, on the part of students, is at a developmental level appropriate for undergraduate students. Assessment is at an undergraduate level providing additional guidance and support from the instructor. Assignments include summarizing and reflecting on lecture content, assigned reading and students creating an experiential component for application of content. There is a healthy and balanced component of instructor-student mentoring and collaboration for development of healthcare professional competencies at an undergraduate level. The prehealth professional competencies follow those developed by the Association of American Medical Colleges (AAMC) and share with other healthcare professions, These include interpersonal, intrapersonal, critical thinking and reasoning and human behavior professional and personal development and knowledge. <https://students-residents.aamc.org/applying-medical-school/article/core-competencies/> Students will complete this course with comprehension of the human context of healthcare through the lens of the humanities and social sciences and the impact of worldview in the healthcare process. The instructor lectures for a two hour block and the third class period is used for students presentations on course topics. Students are assessed via the course assignments including reading, and reflective writing and discussion, interviewing a patient, completing a service project, doing a group presentation on an assigned healthcare topic and creating and presenting a piece of art that symbolizes their 'purpose' for serving others via a healthcare profession/ .

Assessment is done via course assignments.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

1. Evaluate, articulate, and demonstrate personal motivation, interests, strengths, and challenges in preparation for healthcare professions
2. Explore, analyze, and articulate insights related to health issues and ethical dilemmas from multiple perspectives of patients, families, and healthcare professionals.
3. Identify and evaluate humanistic components of the patient-professional relationship
4. Identify, analyze, and articulate basic concepts of health-related topics and issues in healthcare through the humanities and social sciences
5. Identify the role of humanism and professionalism as it relates to health
6. Apply humanities and social sciences concepts to health related topics and issues
7. Create an art piece representative and symbolic of personal motivation for their profession

8. Gain awareness and understanding of personal strengths, traits, and qualities to enhance personal and professional growth

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:

Readings as indicated in the syllabus

- Charon, R. (2001). Narrative Medicine: A Model for Empathy, Reflection, Professions & Trust
Charon, R. (2005) Narrative Medicine: Attention, Representation, Affiliation
Inui & Frankel (2006) Hello, Stranger: Building a Healing Narrative that Includes Everyone
Johna & Rahman (2011). Humanity before Science: Narrative Medicine, Clinical Practice, and Medical Education
Pellegrini, C. (2016). Trust: The Keystone of the Patient-Physician Relationship
Pantilat, S. (2009). Communicating with Seriously Ill Patients.
Begley, et.al. (2014). Listening to Patients with cancer
Rubertson, et. al. (2016). The relationship between physician humility, physician–patient communication, and patient health
Mattingly, D. (2018). The art of medicine – Health Care as a cultural borderland
Prasad, et. al. (2016). Cultural humility: treating the patient, not the illness
DasGupta, S. (2018). Whose Story is it? Narrative Humility in Medicine and Literature
Becenti, et. al. (2006). Tradition and Treatment Impact of Culture on Health Care
Gawande (2010). ‘Letting Go’ The New Yorker.
DeForest (2019). Better Words for Better Deaths
Hetzler & Dugdale (2018) How Do Medicalization and Rescue Fantasy Prevent Healthy Dying?
Renz, et. al. (2012). Dying is a Transition
Ghosh,AK. (2004, Sept). Understanding Medical Uncertainty: A Primer for Physicians. JAPI
Frenn, R. (2019). The Tenacity of Hope
Kalanithi, P. (2014). How Long Have I Got?
Wray & Loo (2015) The Diagnosis, Prognosis, and Treatment of Medical Uncertainty
Wattis, John, Curran, Stephen and Rogers, Melanie (2017) What does spirituality mean for patients, practitioners and health care organisations? In: Spiritually Competent Practice in Health Care.
McCormick, T.R. (2014, April). Spirituality & Medicine
King, P.E. & Boyatzis, C.J. (2015). Moral Injury and Psycho-Spiritual Develoment...
Steinhorn, et.al. (2017). Healing, spirituality and integrative medicine.
Friesen, P. (2016). Personal responsibility within health policy:
Juth, N. (2013), Challenges for Principles of Need in Health Care.
Adler, et.al. (2019). Addressing Social Determinants of Health and Health Inequalities
Andermann, A. (2016). Taking action on the social determinants of health in clinical practice: a framework for health professionals
Corcoran BC,et al. (2016). Fidelity to the healing relationship
Medical Ethics 101
Truog, et. al. (2015). Microethics: The Ethics of Everyday Clinical Practice
Kirch & Vernon The Ethical Foundation of American Medicine JAMA, April 8, 2009—Vol 301, No. 14
Five Core Values of the Modern
Physician.<http://www.chmfacultyaffairs.msu.edu/professionalism/VP.pdf>
Steinburg, D. (2010) Altruism in Medicine
Altruism: Should it be Included as an Attribute of Medical Professionalism
Rosman,K. The Power of Compassion
Benjamin, M. (2014). Empathy: A Review of the Concept
Moyo, M., et.al. (2016). Healthcare practitioners’ personal and professional values
Lynch, M. (no date). Integrity. True to Life: Why Truth Matters
Savett, L.A. Emotionally involved
Jain & Cassel (2012). Societal Perceptions of Physicians
Daneault, S. (2008). The wounded healer

West, et.al (2018). Physician burnout: contributors, consequences and solutions

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
WEEK CLASS

Reading/Assignments Due

WEEK 1 Review Syllabus Read: Syllabus
Bloom's Taxonomy
Basic PH Requirements

Week 2 Keepers of Stories - The Privilege of Serving READ

ORFI – Chapters 1-3

1. Charon, R. (2001). Narrative Medicine: A Model for Empathy, Reflection, Professions & Trust
2. Charon, R. (2005) Narrative Medicine: Attention, Representation, Affiliation
3. Inui & Frankel (2006) Hello, Stranger: Building a Healing Narrative that Includes Everyone
4. Johna & Rahman (2011). Humanity before Science: Narrative Medicine, Clinical Practice, and Medical Education

Watch: <https://www.youtube.com/watch?v=JMwZzqt5tcU>

Week 3 Are You Listening? - Communication READ:

ORFI – Chapter 6 - 8

1. Pellegrini, C. (2016). Trust: The Keystone of the Patient-Physician Relationship
2. Pantilat, S. (2009). Communicating with Seriously Ill Patients.
3. Begley, et.al. (2014). Listening to Patients with cancer
4. Rubertson, et. al. (2016). The relationship between physician humility, physician–patient communication, and patient health

Watch: <https://www.youtube.com/watch?v=uSNOSIdAKC4>
<https://www.youtube.com/watch?v=Tej5g6w34BA>

Week 4 Cultural Caring READ:

ORFI: Chapter 9

1. Mattingly, D. (2018). The art of medicine – Health Care as a cultural borderland
2. Prasad, et. al. (2016). Cultural humility: treating the patient, not the illness
3. DasGupta, S. (2018). Whose Story is it? Narrative Humility in Medicine and Literature
4. Becenti, et. al. (2006). Tradition and Treatment Impact of Culture on Health Care

Complete the quiz at <https://www.propofcs.com/quiz-school/story.php?title=crosscultural-healthcare-quality-quiz>

Review information at: <http://depts.washington.edu/pfes/CultureClues.htm> & www.DiversityRx.org
<https://www.youtube.com/watch?v=dNLtAj0wy6l&feature=related>

Week 5 End of Life PATIENT IMMERSION PAPER DUE

READ:

ORFI – Chapter 10

Gawande (2010). 'Letting Go' The New Yorker.

DeForest (2019). Better Words for Better Deaths

Hetzler & Dugdale (2018) How Do Medicalization and Rescue Fantasy Prevent Healthy Dying?

Renz, et. al. (2012). Dying is a Transition

Watch:
The Cost of Dying:

<https://www.youtube.com/watch?v=F6xPBmkrn0g&index=20&list=PLA8C841D6BF5D302F>
Living To the End of Life:
<https://www.youtube.com/watch?v=u43UfCPQAgI&list=PLA8C841D6BF5D302F>
Pediatric Hospice: <https://www.youtube.com/watch?v=gpQ4BFzIzM8> (In Class)
Hospice for the Homeless: <https://www.youtube.com/watch?v=J-hP1EhjZRI> (In Class)

Week 6 Uncertainty & Hope Listen to: www.npr.org/templates/story/story.php?storyid=4188305
READ:

ORFI – Chapter 11

1. Ghosh,AK. (2004, Sept). Understanding Medical Uncertainty: A Primer for Physicians. JAPI
2. Frenn, R. (2019). The Tenacity of Hope
3. Kalanithi, P. (2014). How Long Have I Got?
4. Wray & Loo (2015) The Diagnosis, Prognosis, and Treatment of Medical Uncertainty

Week 7 Spirituality, Religion & Coping READ

ORFI – CHAPTER 12

1. Wattis, John, Curran, Stephen and Rogers, Melanie (2017) What does spirituality mean for patients, practitioners and health care organisations? In: Spiritually Competent Practice in Health Care.
2. McCormick, T.R. (2014, April). Spirituality & Medicine
3. King, P.E. & Boyatzis, C.J. (2015). Moral Injury and Psycho-Spiritual Development...
4. Steinhorn, et.al. (2017). Healing, spirituality and integrative medicine.

WEEK 8 Social Determinants = Marginalizing & Exiling the Sick Watch:
Social Determinants of Health:

<https://www.youtube.com/watch?v=8PH4JYfF4Ns&feature=youtu.be>
A Girl Like Me: <https://www.youtube.com/watch?v=YWyl77Yh1Gg>

READ

ORFI – Chapter 13

Disparities

1. Friesen, P. (2016). Personal responsibility within health policy:
2. Juth, N. (2013), Challenges for Principles of Need in Health Care.
3. Adler, et.al. (2019). Addressing Social Determinants of Health and Health Inequalities
4. Andermann, A. (2016). Taking action on the social determinants of health in clinical practice: a framework for health professionals

Week 9 Ethics Games

Complete the Ethical Survey found in Module

READ:

ORFI – Chapter 14

1. Corcoran BC,et al. (2016). Fidelity to the healing relationship
2. Medical Ethics 101
3. Truog, et. al. (2015). Microethics: The Ethics of Everyday Clinical Practice
4. Kirch & Vernon The Ethical Foundation of American Medicine JAMA, April 8, 2009—Vol 301, No. 14

Watch: Medical Volunteerism: <https://www.youtube.com/watch?v=sQQJi0zI6T4>

WEEK 10 Virtues in Medicine Watch:

How Doctors Think: <https://www.youtube.com/watch?v=h0AEGnQ0L5s>

READ:

Five Core Values of the Modern Physician.:

<http://www.chmfacultyaffairs.msu.edu/professionalism/VP.pdf>

Altruism

1. Steinburg, D. (2010) Altruism in Medicine
2. Altruism: Should it be Included as an Attribute of Medical Professionalism

Compassion

1. Rosman, K. The Power of Compassion

Empathy

1. Benjamin, M. (2014). Empathy: A Review of the Concept

Integrity

1. Moyo, M., et.al. (2016). Healthcare practitioners' personal and professional values

2. Lynch, M. (no date). Integrity. True to Life: Why Truth Matters.

Week 11 Wounded Caregivers – Finding Balance READ

1. Savett, L.A. Emotionally involved

2. Jain & Cassel (2012). Societal Perceptions of Physicians

3. Daneault, S. (2008). The wounded healer

4. West, et.al (2018). Physician burnout: contributors, consequences and solutions

. Websites to review:

1. Medscape Physician Lifestyle Report 2014:

<http://www.medscape.com/features/slideshow/lifestyle/2013/public>

2. 21 Problems Only People Raised by Doctors Will Understand:

<http://www.buzzfeed.com/erinlarosa/problems-only-people-raised-by-doctors-will-understand?bffb>

Week 12 Service Project Either group or individual community service project

Week 13 Competency Impacts Competency assessment using form and AAMC website info

Week 14 Personal Synthesis Reflection of individual growth via small group

Week 15 Project Presentations

All students present final art projects.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

1. Patient Interview Project – 20 points

2. Reading Reflection Papers – 20 points (10 papers, 2 points each) - 4 paragraphs - Summary of main points of the articles; Most important concept you learned; How does this concept relate to your profession and you; What unanswered question(s) were generated from this reading?

3. Seminar Experiential Activity Facilitation - 20 points

Using a 0-5 scale for each component evaluated, students are evaluated in three ways: as a team member by others in the assigned group who are presenting, peers in the class on presentation components and instructor; a final summary is collated and given to the student. Evaluation includes: Content, Presenting skills, what worked well, and what could have been improved. Points earned are based on an average of scores for content and presenting skills from both peers and instructor and additional comments are given for what worked well and possible improvements.

Activity to include:

Summary of assigned articles - Limit of one video.

Active Learning Experience – active application of topic content; may include a speaker

Discussion – using the concepts from the text, development 3 discussion questions related to the topic

Additional Resources – presenters will provide peers with at least 3 additional journal articles or books related to the topic and cited in APA style.

Citations of resources used for presentation

4. Service Project or Professional Interview - 20 points Class determines whether they want to do a community service project as a group or complete an interview of a professional in the area of

their interest.

5. Final Symbolic Art Project and Presentation – 20 points (10 points for art piece, 5 points for written description and 5 for presentation)

Produce a piece of art, not a craft, that symbolizes your 'statement of purpose' or motivation for pursuing your profession, reflections/ response to seminar content, experiences, and feelings. This can be a short documentary, photographic series, graphic art, sculpture, painting or other art medium, poetry, etc. You will need to write a short narrative descriptive of and expressing the symbolism of the piece and its relationship to your 'why.' You will give a brief, 5 minute presentation)to the class explaining your project

100 TOTAL POINTS POSSIBLE

GRADING

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 (B); 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Roberta Knickerbocker

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:

Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:

Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Response:
Yes

Successful medical school applicants are able to demonstrate skills, knowledge, and

The Core Competencies for Entering Medical Students

Successful medical school applicants are able to demonstrate skills, knowledge, and abilities in these areas. As you'll see in the Anatomy of An Applicant student profiles, one experience can illustrate proficiency across multiple competencies.

<https://students-residents.aamc.org/applying-medical-school/article/core-competencies/one>

Pre-Professional Competencies

Service Orientation: Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress; recognizes and acts on his/her responsibilities to society; locally, nationally, and globally.

Social Skills: Demonstrates an awareness of others' needs, goals, feelings, and the ways that social and behavioral cues affect peoples' interactions and behaviors; adjusts behaviors appropriately in response to these cues; treats others with respect.

Cultural Competence: Demonstrates knowledge of socio-cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one's own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.

Teamwork: Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.

Oral Communication: Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.

Ethical Responsibility to Self and Others: Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.

Reliability and Dependability: Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.

Resilience and Adaptability: Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.

Capacity for Improvement: Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.

Thinking and Reasoning Competencies

Critical Thinking: Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Quantitative Reasoning: Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.

Scientific Inquiry: Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.

Written Communication: Effectively conveys information to others using written words and sentences.

Science Competencies

Living Systems: Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems including biomolecules, molecules, cells, and organs.

Human Behavior: Applies knowledge of the self, others, and social systems to solve problems related to the psychological, socio-cultural, and biological factors that influence health and well-being.

The 15 Core Competencies for Entering Medical Students have been endorsed by the AAMC Group on Student Affairs (GSA) Committee on Admissions (COA) who represent the MD-granting medical schools in the United States. The competency list was developed after an extensive review of the medical education and employment literatures and with input from several blue-ribbon and advisory panels, including SFFP, Behavioral and Social Sciences Foundations for Future Physicians (BSSFFP), Institute of Medicine (IOM), 5th Comprehensive Review of the MCAT Review Committee (MR5), Accreditation Council for Graduate Medical Education (ACGME) Outcome Project, the MR5 Innovation Lab, and others.

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	



College of Nursing
Dean's Office

PO Box 100197
Gainesville, FL 32610-0197
Phone: 352-273-6324

February 11, 2021

Roberta Knickerbocker
College of Liberal Arts and Science

RE: Human Dimensions in Healthcare

Thank you for the opportunity to consult on the course you have so successfully taught for the past few years. From your description and the information you provided from a similar course, I can see how valuable this content and learning experiences you plan would be to all students interested in healthcare broadly. In the College of Nursing we cover many of the same topics within our courses, but from a nursing perspective. I believe that there is little overlap or duplication with the course you are proposing. In fact, this course would be an excellent elective for our undergraduate nursing students if it were available.

If you or the University Curriculum Committee have any further questions, please contact me or Dr. Debra Lynch Kelly, Associate Dean for Academic Affairs – Undergraduate Education, who is copied here.

Sincerely,

A handwritten signature in black ink that reads 'Anna M McDaniel'.

Anna McDaniel, Ph.D., RN, FAAN
Dean and the Linda Harman Aiken Professor, UF College of Nursing
Associate Vice President for Academic-Practice Partnerships, UF Health

Cc: Debra Lynch Kelly, PhD RN FAAN

From: Janelle,Christopher M
Sent: Wednesday, February 10, 2021 9:36 PM
To: Knickerbocker,Roberta
Cc: Braun,Ryan G; Murphy,Suzanne M; Maldonado-Molina,Mildred M; Eberhart, Sarah
Subject: RE: UCC request

Hi Bobbi,

Thanks for reaching out with this consultation. Sounds like an intriguing course that fits a unique niche for pre-health students in particular. HHP has no objection – and we wish you the best as it moves through the approval process.

Thanks again,

Chris

Christopher M. Janelle, Ph.D. | Associate Dean for Academic & Student Affairs
UF College of Health and Human Performance
Professor | Department of Applied Physiology & Kinesiology
Director | Performance Psychology Laboratory
200 Florida Gym | PO Box 118200
Gainesville, FL 32611
352.294.1718

Please note: Due to Florida's public records law, most written communications regarding UF business are public records. Therefore, this e-mail communication may be subject to public disclosure. Also, information contained in this message may be part of an educational record and protected by the Family Educational Rights and Privacy Act of 1974. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution or other use of the contents of this message is prohibited. If you have received this message in error, please notify me.

From: Knickerbocker,Roberta <rknicker@advising.ufl.edu>
Sent: Wednesday, February 10, 2021 1:30 PM
Cc: Braun,Ryan G <rbraun@advising.ufl.edu>
Subject: UCC request
Importance: High

Good Morning!

I do hope your semester is going well.

I am writing to you regarding a request by the UF University Curriculum Committee (UCC) for a consultation with your college for pending approval of a course I submitted for a permanent course number.

I have been teaching this course for a few years to undergrads. It is a seminar course titled 'Human Dimensions in Healthcare.' The course includes healthcare related topics related more specifically

through the humanities and social science lenses. It is a course that explores topics from the patient/family, professional and personal reflection perspectives. This is done via speakers, media, reading, use of story, lecture and student presentations.

The focus really is about the human context and how this impacts patients, families and professionals. How an individual's worldview and their personal perspectives per social contexts impacts people.

Just to give you a sense of the course.

After 40 years in healthcare and with the last 15 years in pediatric and adult hospice, working as a hospice chaplain and bereavement coordinator, I use stories of patients I was privileged to care for to enhance reflection and discussion for some of the topics. I use my patient who was prostituted at the age of 12 years old, severely addicted to the point that pain management was extremely difficult and the hospice I was working for discharged her due to concerns regarding the use of high doses of narcotics and her continuation of self-medicating as a question for our ethics discussion. My husband, a pediatrician for 60+ years comes and speaks for our discussion about 'Wounded Caregivers' and self-care. When we talk about 'end of life' and/or 'Religion, Spirituality and Coping' we look at spirituality or 'meaning making' and how patients often search for meaning at the end of life. I have in the past invited pastor, priest and rabbi to class and we look at the differences between structured religion and the distinct differences in spirituality. We talked about the patient who was bi-polar, agnostic and how this fed her utter fear of death and of being buried or cremated. I also invite faculty from appropriate humanities and social science courses as guest speakers.

We talk about their 'Journey, Purpose and Impact' for pursuing healthcare. Most of the students are pre-med, pre-dent, pre-PA and pre-vet. Since this is an upper division course, the majority of students are from CLAS. While it is open to others, most typically it is CLAS pre-health students.

We do not discuss majors. If a question arises, I always indicate the major of their choosing, the one they want to leave UF with, is best major and refer students to the appropriate colleges for their interests.

I also teach a similar, yet different version of this course to students in the UF Pre-Health Post-Bac program (PHPB), and developed it in 2015. <https://phpb.clas.ufl.edu/> As a result of the PHPB outcomes and course interests, I changed the course for the appropriate developmental status of undergrads, in spring 2019. Both undergrads and PHPB students have a final project to produce a piece of art that symbolizes their 'why' in wanting to serve others for a lifetime via healthcare. I attached a copy of the 'Final Project' booklet that my 2020 PHPB Cohort students did in fall. Undergrads do the same assignment.

In the end, I am asking if you would consider supporting the IDS 3XXX Human Dimensions for UCC approval by writing a letter to the UCC for its support. The UCC is asking for updates to be completed and sent to them by 2/11/2021 which is tomorrow. I know this is likely not doable but if you would consider at your earliest convenience.

Thank you so very much for your consideration. If you have any questions, please let me know. I would be glad to meet with you.

Take care,

Bobbi Knickerbocker

Bobbi Knickerbocker, M.A., MRE, RN,
Director of PHPB
Sr. Lecturer

Pre-Health Curriculum Coordinator
College of Liberal Arts and Sciences
University of Florida
P.O. Box 112015
Gainesville, FL 32611-2015
352-273-4083
Pronouns: she/her/hers