



UNIVERSITY OF KENTUCKY

*File USP*

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**MEMORANDUM**

**Date:** June 8, 2001

**To:** University Senate Council

**From:** Phil Kraemer, Dean of Undergraduate Studies

*PK*

**Re:** USP Committee Recommendations

The University Studies Committee discussed two proposals during the meeting of April 11, 2001. The first proposal, from the Department of Family Studies, is to include Fam 251 and Fam 253 among options that satisfy the USP Social Science Disciplinary requirement. The Committee was unanimous in support of including FAM 253 as a social science course option and unanimous in opposition to including FAM 251. The former meets the objectives of the social science disciplinary requirement and will benefit students by providing another option, but the latter course is too restrictive in content to meet the objectives of the requirement. Mere status as a social science course is insufficient to qualify it as a worthy disciplinary option.

The second proposal is from the College of Nursing and pertains to the USP Oral Communication requirement. The proposal is to allow students in the Nursing program to satisfy the oral communication requirement through a combination of courses. Each of these courses includes explicit instruction in oral communication and significant opportunities for students to practice oral communication skills. Additional factors in support of this proposal include the following:

- 1.) Precedence exist for students to satisfy the Oral Communication requirement within the curriculum of a major (e.g., B.S. in Agriculture)
- 2.) Nursing is a professional program in which oral communication is regarded as a critical competency and as such is practiced throughout the curriculum.
- 3.) Individuals with appropriate credentials to develop and implement a curriculum rich in oral communication instruction and assessment are already represented among the faculty in the College of Nursing.
- 4.) Nursing majors have encountered extreme difficulty registering for COM 199, which is the 1 credit-hour course option available to these students since the major curriculum reform of the Nursing program in 1998. This registration problem has produced an untenable situation in which students are often unable to complete COM 199 until their senior year; a point at which there is no longer an opportunity to practice and embellish the fundamental skills taught in COM 199.
- 5.) The Nursing program has committed to an intensive assessment plan that will

be used to verify that the student learning outcomes associated with the Oral Communication requirement are achieved.

The USP Committee recommends approval of this proposal. Beyond its inherent merits, this change provides (1) an opportunity to establish a principled framework with which to evaluate future proposals for alternate routes to the Oral Communication requirement, and (2) is an impetus to evaluate all existing alternate routes with a rigorous assessment plan. The Dean of Undergraduate Studies will collaborate with the Lexington Campus Office of Assessment and Institutional Data and the Department of Communication to design and implement appropriate assessment protocols for each option now used to satisfy the oral communication requirement. These results will then be used by the USP Committee to sanction or eliminate options as appropriate.

**Summary of USP Committee Recommendations to the University Senate:**

- Allow FAM 253 to be added to the list of course options that satisfy the Social Science Disciplinary requirement
- Do not allow FAM 251 to be added to the list of course options that satisfy the Social Science Disciplinary requirement
- Allow Nursing majors to satisfy the Oral Communication requirement through course work and experience gained within the Nursing curriculum.




UNIVERSITY OF KENTUCKY

**College of Nursing**

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**To:** Jeffrey Dembo  
Senate Council Chair

**From:** Dorothy Brockopp   
Assistant Dean for Undergraduate Studies

**Re:** Exemption from COM 199

February 21, 2003

Attached please find our proposal to exempt the College of Nursing from COM 199. In addition to the proposal, a copy of our responses to Enid Waldhart's (Communications) questions is attached.

Sbt

attachments

**UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING**

**PROPOSAL TO EXEMPT NURSING STUDENTS FROM COM 199**

The University of Kentucky College of Nursing is proposing the exemption of nursing students from Communications 199 (Presentational Communicational Skills). Principles of effective oral and written therapeutic communication are incorporated into Nursing 861 (Family Health Promotion and Communication Across the Lifespan). NUR 861 course content meets the objectives for COM 199. Nursing students demonstrate presentational communication skills by: completing communication process papers, demonstrating effective communication skills in the clinical setting (both in one-to-one situations and group settings), and formal presentations to groups of clients and course faculty. Students study and model effective communication skills throughout this semester-long course. Formative evaluations are done on a regular and recurring basis. Students receive summative evaluations of a broad application of communication skills, including presentations, at mid-term and the end of the semester.

Nursing students deliver a formal presentation on a health promotion topic in the clinical portion of NUR 861. Planning for this presentation occurs in the form of a written teaching-learning plan. The teaching-learning plan includes the following parameters: title of presentation, time frame, audience evaluation, goals of teaching/learning, performance objectives for new health behaviors (for audience), evaluation techniques, planning for visual aids and instructional materials, needed equipment and supplies, methods and techniques for teaching, references, general comments on preparation for teaching, and a formal lesson plan.

For the fall semester of 2002, we will add peer and self-evaluation to the existing evaluation of this formal presentation. Evaluation categories presently include message (analysis of topic, supporting materials, and organization). Presentation delivery (adjustment to audience, body movement and posture, use of voice, overall impact) will become an additional area for evaluation. For student documentation of peer and self-evaluation, an addition will be made to the Health Promotion Project Group Evaluation Tool, which is currently completed by the students. (Attachment 1)

Students also do other presentations in clinical settings, based on topics of need identified from their experiences there. Preparation for these presentations often occurs in the clinical setting.

In addition to the teaching-learning plan, other written work includes three communication process papers. These papers involve the recording of an interaction between a client and student. Verbal and nonverbal communication is recorded, followed by an analysis of the student's responses, interviewing techniques, use of therapeutic communication skills, use of communication barriers, student's thoughts and feelings, client dynamics and use of defense mechanisms. In addition, students write a summary evaluation of the recorded communication process. The students receive faculty evaluation on technique and analysis of communication. Expectations for performance increase across the semester.

Grading consists of a combination of the evaluation of formal presentations, the written teaching-learning plan, communication process papers, and unit exams that include communication questions. Communication delivery techniques are assigned points in the formal presentation evaluation by course faculty. (Attachment 2)