

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

**I. General Information:**

College:	<u>Health Sciences</u>	Department (Full name):	<u>Clinical Sciences</u>
Major Name (full name please):	<u>Clinical Leadership and Management</u>	Degree Title:	<u>Bachelor of Clinical Leadership and Management</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	<b>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</b>		
Contact Person:	<u>Raymond E. Hill</u>	Phone:	<u>859-533-1285</u> Email: <u>rhill@uky.edu</u>

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”*

**III. GCCR Information for this Program (by requirement):**

<b>A. List the courses currently used to fulfill the old Graduation Writing Requirement:</b>
<u>CLM Directed Studies - Capstone</u>
<b>B. GCCR Program Outcomes and brief description:</b>
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>We hope that students become better writers, public presenters, and visual communicators as they pursue careers in the healthcare field. We also hope they are able to think critically about written, oral, and visual messages within the healthcare field. Because CLM 595 is required and provides full credit for the GCCR, we hope that students will vertically integrate and hone these skills as they move toward graduation.</u>

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<b>C. Delivery and Content:</b>	
<p><b>1. Delivery specification:</b> for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. <i>(Note: it is strongly recommended that GCCR courses be housed within the degree program.)</i></p>	<input checked="" type="checkbox"/> a. Single required course within program <input type="checkbox"/> b. multiple required or optional courses within program <input type="checkbox"/> c. course or courses outside program (i.e., in another program) <input type="checkbox"/> d. combination of courses inside and outside program <input type="checkbox"/> e. other (please specify): _____
<p><b>2. Basic Course Information:</b> Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p><b>Course #1:</b> Dept. prefix, number, and course title: <u>CLM 595 Directed Studies-Capstone</u></p>	
<ul style="list-style-type: none"> <li>• new or existing course? <u>Existing</u> <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i></li> </ul> </li> <li>• required or optional? <u>required</u></li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: <u>50</u></li> </ul>	
<p><b>Course #2 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? <u>Existing</u> <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i></li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>Course #3 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i></li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>3. Shared courses:</b> If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> <li>• <b>Contact information of providing program:</b> _____</li> <li>• <b>Resources:</b> what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. <u>The 50 projected class size will pose a resource issue that will be met with College, Department and Division resources since at least two sections will need to be taught to effectively meet the writing requirements. The sections will be taught by the same instructor so DOE agreements will be renegotiated.</u></li> <li>• <b>Memorandum of Understanding/Letter of Agreement:</b> Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). <b>Date of agreement:</b> _____</li> </ul>	
<p><b>4. Syllabi:</b> Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p>	
<ul style="list-style-type: none"> <li>• the GCCR assignments are <b>highlighted</b> in the syllabus and course calendar;</li> <li>• the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked <a href="#">here</a>);</li> <li>• the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;</li> <li>• the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);</li> </ul>	

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<ul style="list-style-type: none"> <li>• the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;</li> <li>• the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”             <ul style="list-style-type: none"> <li>○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”</li> </ul> </li> </ul>
<p><b>5. Instructional plan:</b> Summarize the instructional plan for teaching the C&amp;C skills specified in the program SLOs and delivered in the course(s). Include the following information in <b>brief</b> statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications <b>where</b> on the syllabus it is found:</p>
<ul style="list-style-type: none"> <li>• <u>overview of delivery model:</u> summarize how the GCCR will be delivered for <b>all</b> program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):</li> </ul>
<p><u>CLM 595 is required credit for the GCCR. These course is required during the senior year and will help our majors vertically integrate written, oral, and visual communication skills as they apply to the healthcare field.</u></p>
<ul style="list-style-type: none"> <li>• <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:</li> </ul>
<p><u>CLM 595 will require independent work devoted to research on a specific problem to challenge the student to synthesize concepts from the students total program and relate them to the students the specific health specialty of interest. The capstone will consist of no less than fifteen pages and the student is required to present the results of the capstone to the faculty and students in the program.</u></p>
<ul style="list-style-type: none"> <li>• <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading &amp; feedback; essay drafting with mandatory revision; peer presentations; etc.):</li> </ul>
<p><u>The first paper draft required in CLM 595 will be reviewed by the instructor. Students will be asked to revise it before submitting their final paper draft. Students are also required to rehearse their presentations before faculty at leased one week before final presentation and make suggested revisions.</u></p>
<ul style="list-style-type: none"> <li>• other information helpful for reviewing the proposal:</li> </ul>
<p>_____</p>
<p><b>D. Assessment:</b></p>
<p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> <li>• specify the assessment schedule (e.g., every 3 semesters; biennially):</li> </ul>
<p><u>Student assignments to fulfill the GCCR will be reviewed annually for all students and a thorough, in-depth analysis of student work conducted once every 3 years</u></p>
<ul style="list-style-type: none"> <li>• identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):</li> </ul>
<p><u>Course faculty and part-time assessment officer</u></p>
<ul style="list-style-type: none"> <li>• if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):</li> </ul>
<p><u>Student products will be assessed by the part-time assessment officer in the CHS.</u></p>

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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	CLM 595 Directed Studies-Capstone
Contact Person Name:	Raymond E. Hill
Phone:	859-533-1285
Email:	rhill@uky.edu

**Instructions:**

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

**Internal College Reviews and Course Sharing and Cross-listing Reviews:**

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/24/2014	Raymond E. Hill / 859-533-1285 / rhill@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/17/14	Phyllis J Nash / 859-281-0570 / pnash@uky.edu
		/ /

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>1</sup>
GCCR Advisory Committee	4/17/2014	

**Comments:**

<sup>1</sup> Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

**UNIVERSITY OF  
KENTUCKY  
COLLEGE OF Health Sciences**

**CLM 595, 001 (1 credit) and CLM  
595, 002 (3 credit):  
Directed Studies Capstone**

**Day and Time:** TBD

**Meeting Room:** TBD

**Instructor:** Raymond E. Hill, Dr.P.H.  
CTW 209f  
Rhill@uky.edu

**Office Hours:** Appointments preferred, but drop-in visitors are welcomed.

**If the student receives a C or above this course will provide full credit for:  
The Graduation Composition and Communication Requirement**

### **A. Course Description and Rationale**

To be successful in the CLM degree program and the profession, students are expected to demonstrate excellence in communication skills both orally and in writing.

The 1 credit course is a prerequisite for the capstone project (CLM 595 - 3 credit). It is designed to prepare each CLM student to: 1) Define a project/research question, 2) Conduct an in depth literature review, 3) Construct a detailed outline of your proposed project/research, 3) Understand the methodology needed to conduct your project/research, and 4) Analyze data/information, summarize findings and derive conclusions/summary. The three credit course will follow the next semester and the student will complete the capstone.

### **B. Course Objectives.**

Through participation in this course, you will be able to:

1. **Conduct** a literature search using existing library services and databases. The student will be able to identify, locate, evaluate, and effectively use information.
2. **Apply** the recommended four or five-chapter/section format to the writing of your capstone.
3. **Prepare and present** an outline of your proposed capstone according to established guidelines.
4. **Discern** the subtleties of plagiarism and avoid the violation of intellectual properties.

5. **Discern** if IRB approval is needed for your project/research and if needed how to attain IRB approval.

Achievement of the above course objectives will contribute to your development of several competency clusters, including:

1. Organize and deliver effective written and verbal communications about clinical and leadership management activities using appropriate communication strategies to professionals, labor, industry, the general public and the media.
2. Use evidence based principles and scientific knowledge effectively when involved in evaluation and decision-making in health services organizations.
3. Apply ethical principles to health care program planning, implementation and evaluation.

### C. Course Requirements and Learner Expectations

**General Approach:** This course is a preparatory course, which precedes the capstone manuscript – the ultimate course deliverable. Class sessions may include one or more of the following: student presentations, presentations by guest speakers and/or the instructor, case studies and other experiential activities designed to facilitate the integration of the course material into the realities of your chosen capstone topic.

**Textbook:** There is no required text for this course. Course materials will be prepared and distributed from websites and documents available within the collage.

**Resources:** Students are encouraged to use available UK resources to support the development of their capstone projects. Several UK resources are listed below.

- a. University of Kentucky Writing Center
  - Website: <http://ukwrite.wordpress.com>
- b. University of Kentucky Libraries
  - Website: <http://libraries.uky.edu>
- c. University of Kentucky Presentation U
  - Website: <http://uky.edu/presentationu>
- d. University of Kentucky Information Technology
  - Website: <http://www.uky.edu/ukit/>

**Grading:** Students will be evaluated on the quality of the capstone project proposal. A letter grade of A, B, C, D, E, or I will be assigned. By the end of the semester it is expected that the student will identify and submit for approval an acceptable outline of their capstone project.

### D. Specific Course Requirements

**Presentations and Facilitations:** For selected class sessions, students may be asked to share their progress and product with other students. All students should be ready to question, challenge, clarify, or seek elaboration of the concepts or writing sample presented.

#### **E. Instructor Expectations**

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions. If you must miss class, please send me an email alerting me to your absence if at all possible.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to actively participate in the discussions. This is not the type of class where you can "sit back and listen."
4. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
5. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.

#### **F. Administrative Comments**

1. **Academic Honesty-** Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Please see the University's policies concerning the consequences for plagiarism.
2. **Accommodations** - If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center ([www.uky.edu/TLC/grants/uk\\_ed/services/drc.html](http://www.uky.edu/TLC/grants/uk_ed/services/drc.html)). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities.
3. **Inclement Weather-** The University of Kentucky has a detailed policy for decisions to close in inclement weather. You can call (859) 257-5684 to check on class cancellation The University's snow policy is described in detail at <http://www.uky.edu/Microlabs/documents/p-weather.pdf>.
4. **H1N1** -University of Kentucky officials continue to closely monitor the evolving

H1N1 (swine) influenza outbreak. The University's advice to students is as follows:

- a. If you feel sick, don't come to class but make sure you honor the terms of your instructor's excused absence policy (e.g., email notification to instructor prior to class conveying that you feel sick and will miss class.)
- b. If you have flu-like symptoms, please visit the University Health Service or your physician. Influenza (flu) is a febrile respiratory disease. Unless you have a fever (temperature above 100.4 degrees F) and a cough, sore throat and/or congestion, you probably don't have the flu.
- c. Practice a healthy lifestyle- Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.
- d. Cover your mouth and nose with a tissue when coughing and/or sneezing. Immediately throw the tissue in the garbage. If a tissue is not available, cough or sneeze into the crook or elbow of your arm or onto your sleeve, NOT your hand.
- e. The flu spreads very easily. You don't know when you may have touched something someone with the flu just touched, so wash your hands frequently throughout the day with warm soapy water. If soap and water are not available, alcohol-based hand sanitizers and gels are a suitable substitute. (The university encourages you to carry your own personal size container of hand sanitizer.)
- f. Avoid touching your nose, eyes, and mouth.
- g. More information can be found at the UK website. Go to the UK Homepage [www.uky.edu](http://www.uky.edu) and click on the "H1N1 (Swine) Flu" link at the top of the homepage.

### G. Class Schedule for one credit, Topics and Assignments

<b>Session # Date</b>	<b>Class Topic</b>	<b>Topic Summary</b>	<b>Reading and Assignments</b>
<b>#1 TBD</b>	Course Overview	This first session focuses on an introduction to the course content and expectations, including an examination of the course goals. Further, an overview to the capstone process will be provided, topic selection, and conducting the literature review. (Guest Speaker)	1. Handout on evidence based decision-making.  2. Handout on conducting



			<p>systematic reviews of literature.</p> <p>3. Handout on UK writing, library, and presentation resources.</p>
<p><b>#2</b> <b>TBD</b></p>	<p>1. Organization and preparation of the capstone Manuscript;</p> <p>2. Presentation of student Capstone Ideas;</p> <p>3. Overview to the IRB Process;</p>	<p>This session is devoted to the process of whether IRB approval is needed for your project and if needed how to write and gain approval of an IRB application. The capstone paper, as a formal research paper, utilizes a five chapter or section organizational approach. What goes into each chapter and why will be discussed as well as suggestions for helping the reader to navigate your document. This session is also designed to examine the construction of your PowerPoint slides with suggestions for orally presenting your work.</p>	<p>1. Hand out on power-point construction.</p> <p>2. Hand out on preparation on capstone.</p>
<p><b>#3</b> <b>TBD</b></p>	<p>1. Capstone Paperwork and Procedures;</p> <p>2. Suggestions for Writing and Polishing Your Document</p>	<p>The capstone selection requirements will be reviewed as well as presentation notification procedures, and graduation application deadlines. Also, the capstone rating form will be discussed with particular attention to plagiarism and the use of citations.</p> <p>(Guest Speaker)</p>	

## H. Class schedule for three credits:

The capstones is a fifteen page paper of independent work devoted to research on a specific problem that synthesizes concepts from the total program and relate them to the student's health care specialty of interest. The student is required to present the results of the capstone to the department faculty and students. The oral presentation should be at least 10 minutes long and include at least one significant visual/electronic artifact (e.g., a web site or video presentation). The combination of the fifteen page capstone paper and the power-point presentation will meet The Graduation Composition and Communication requirement of the University of Kentucky.

Mid-term week: First draft due. Faculty will meet with and provide suggested revisions to the student the week following mid-term.

Week Twelve: Final draft due. Faculty will meet with and provide final suggested revisions during week thirteen.

Week Fourteen: Presentation rehearsal. Faculty will provide suggested revisions at the conclusion of the rehearsal.

Final week: Presentation of capstone.

## I. Capstone Grading Rubric:

### Instructor Critique Form: CLM 595

Total Points: 100

Name: \_\_\_\_\_ Section: \_\_\_\_\_

Criteria	Points
<b>Content</b>	40%
<i>Evidence &amp; Analysis:</i> Does the writer include at least 8 external and credible sources? Address the significance of the issue? Outline the major perspectives on the issue, including his or her own? Does the writer include relevant evidence to support the perspectives? Does he or she incorporate the evidence smoothly and in a way that makes sense? Does the writer avoid fallacious argument? Are ideas fully developed/supported? Is evidence distributed throughout? Does the writer provide concrete examples to make his or her ideas more clear?	/40

<b>Structure</b>	40%
<i>Macrostructure:</i> Does the paper have a clear organizational structure that the reader can follow? Is his or her thesis clearly stated? Does the writer include clear transitions that connect his or her ideas? Does the introduction & conclusion tie the paper together?	/20
<i>Microstructure &amp; Style/Conventions:</i> Do the writer's paragraphs include topic sentences? Is his or her language use appropriate (no bias, slang, is jargon defined), descriptive, and vivid? Does the writer avoid passive voice and wordiness? Does he or she use concrete and specific language that makes his or her ideas clear to the reader? Does the writer meet the conventions of the assignment (length, APA format, etc.)? Does the writer utilize proper conventions of the English language (grammar, spelling, etc.)?	/20
<b>Visual</b>	20%
<i>Usage &amp; Integration:</i> Does the writer include at least 3 visuals that reinforce his or her ideas? Is placement of each visual logical? Does it enhance the essay? Does each visual include a label, title, and citation? Is each visual referred to in the text of the paper? Is each visual cited appropriately on the reference section?	/20

Total: \_\_\_\_/100

## J. Presentation Grading Rubric:

### (1) Content 20%\_\_\_\_\_

#### *Analysis:*

- Appropriate purpose
- Focus
- “New” knowledge or insight (beyond what your audience is likely to know already)
- Main point development (breadth, depth, and listener relevance)

#### *Supporting Materials:*

- Variety
- Distribution throughout the speech and properly credited at least 2 oral citations.
- Linked to main point or sub-point

**(2) Structure 20%\_\_\_\_\_**

*Macrostructure:*

- All elements (attention catcher, listener relevance, speaker credibility, thesis statement with main point preview, transitions, thesis restatement with main point summary, and clincher) must be clearly articulated for the listener
- Creativity. To attain and maintain listener interest, attempt to be creative/novel as you develop your attention catcher, listener relevance, speaker credibility, thesis statement, transitions and clincher.

*Microstructure:*

- Language must be appropriate, inclusive, clear, concrete, and vivid (colorful, descriptive, and sensory language)
- No jargon, slang, abbreviations, or acronyms unless they are appropriate to your goal and are defined clearly the first time they are used
- Use language appropriate for representing your community
- Very few vocalized pauses (too many=distracting from the message)
- Use figures of speech that add novelty and make it more engaging to listen
- Use internal summaries and signposts (for example, to clarify, moreover, etc.)

**(3) Delivery 20%\_\_\_\_\_**

*Use of Voice:*

- Intelligibility (Your rate, volume, pitch, pronunciation, and enunciation/articulation be understandable to the listener.)
- Conversational style (You need to sound as though you are talking with us rather than reading to us or performing for us or reciting in front of us. A conversational oral style is one where listeners feel like they are involved in the process of shared communication to achieve mutual understanding.)
- Fluency (Your ideas should be articulated without noticeable stumbles over words and oddly placed pauses, which is achieved through adequate oral rehearsal in advance.)
- Emotional Expression. (Vary your rate, pitch and volume to reinforce the emotion or attitude conveyed in the verbal message.)

*Use of Body:*

- Attire (You need to dress a bit more formally/professionally than your listeners are likely to be, e.g., dress slacks and a button down shirt.)
- Poise (You need to appear calm and confident as you speak. This begins with initial ethos and ends with terminal ethos. It also means standing comfortably on both feet and avoiding distracting behaviors such as shifting from foot to foot, playing with index cards, etc. during the speech.)
- Eye contact (Look up from your notes 90% of the time, span the entire audience, turn your head not just your eyes, and look each listener in the eye until you achieve a “connection” before moving on.)

- Facial expression (Your facial expressions should reinforce the attitude or emotional stance you are conveying in the verbal message. You should look like you are sincere about sharing this information with us. Practice by looking into a mirror as you rehearse.)
- Gestures (Use gestures that reinforce important points, clarify structure, or reference your presentational aids. Gestures that are not motivated based on one of these purposes distract listeners from the message. Extend gracefully from the elbow. Your gestures should appear to be natural and spontaneous even though you have planned and practiced them in advance.)

### *Use of Presentational Aids*

#### *Construction:*

- Use the verbal message to enhance the visual message, and the visual message to enhance the verbal, but not merely repeat the messages.
- Your visuals must be large, neat (professional), colorful, and clear.
- Your audios must be easily audible and intelligible throughout the room.
- Your audios/videos should take no more than 5% (15-25 seconds) of your speaking time.
- If you take a presentational aid from a source, you must cite that source on the presentational aid.

#### *Integration:*

- Use PA smoothly during the presentation.
- Reference PA effectively with gestures during the speech.
- Explain PA adequately during the speech.
- Evident that you had practiced with the timing of the PA.

### **(4) PowerPoint 20%\_\_\_\_\_**

- Use consistency throughout slideshow (in terms of font, slide layout, background, animation, etc.)
- Constructed in a way that is neat and easy for your audience to grasp
- Integrated appropriately (slides flipped at appropriate times, graphics explained, etc.).

### **(5) Question and Answer Session 20%\_\_\_\_\_**

- Fielded questions with poise, answered appropriately, and enhanced audience understanding

Total Points\_\_\_\_\_

I will remain available for individual consultations during both semesters by appointment. Please don't hesitate to check in with me, review your proposals, etc. I can't write your capstone for you but I am committed to your completing it in a timely manner with as little angst as possible. I will also provide you an outline that will be a useful guide for writing your capstone and I will also provide you with a guise you can follow when putting together your power-point presentation.



Achievement of the above course objectives will contribute to your development of several competency clusters, including:

1. Organize and deliver effective written and verbal communications about clinical and leadership management activities using appropriate communication strategies to professionals, labor, industry, the general public and the media.
2. Use evidence based principles and scientific knowledge effectively when involved in evaluation and decision-making in health services organizations.
3. Apply ethical principles to health care program planning, implementation and evaluation.

### C. Course Requirements and Learner Expectations

**General Approach:** This course is a preparatory course, which precedes the capstone manuscript – the ultimate course deliverable. Class sessions may include one or more of the following: student presentations, presentations by guest speakers and/or the instructor, case studies and other experiential activities designed to facilitate the integration of the course material into the realities of your chosen capstone topic.

**Textbook:** There is no required text for this course. Course materials will be prepared and distributed from websites and documents available within the collage.

**Resources:** Students are encouraged to use available UK resources to support the development of their capstone projects. Several UK resources are listed below.

- e. University of Kentucky Writing Center
  - Website: <http://ukwrite.wordpress.com>
- f. University of Kentucky Libraries
  - Website: <http://libraries.uky.edu>
- g. University of Kentucky Presentation U
  - Website: <http://uky.edu/presentationu>
- h. University of Kentucky Information Technology
  - Website: <http://www.uky.edu/ukit/>

**Grading:** Students will be evaluated on the quality of the capstone project proposal. A letter grade of A, B, C, D, E, or I will be assigned. By the end of the semester it is expected that the student will identify and submit for approval an acceptable outline of their capstone project.

### D. Specific Course Requirements

**Presentations and Facilitations:** For selected class sessions, students may be asked to share their progress and product with other students. All students should be ready to question, challenge, clarify, or seek elaboration of the concepts or writing sample presented.



## E. Instructor Expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions. If you must miss class, please send me an email alerting me to your absence if at all possible.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to actively participate in the discussions. This is not the type of class where you can "sit back and listen."
4. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
5. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.

## F. Administrative Comments

1. **Academic Honesty**- Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Please see the University's policies concerning the consequences for plagiarism.
2. **Accommodations** - If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center ([www.uky.edu/TLC/grants/uk\\_ed/services/drc.html](http://www.uky.edu/TLC/grants/uk_ed/services/drc.html)). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities.
3. **Inclement Weather**- The University of Kentucky has a detailed policy for decisions to close in inclement weather. You can call (859) 257-5684 to check on class cancellation The University's snow policy is described in detail at <http://www.uky.edu/Microlabs/documents/p-weather.pdf>.
4. **H1N1** -University of Kentucky officials continue to closely monitor the evolving H1N1 (swine) influenza outbreak. The University's advice to students is as follows:
  - a. If you feel sick, don't come to class but make sure you honor the terms of your instructor's excused absence policy (e.g., email notification to instructor prior to class conveying that you feel sick and will miss class.)

- b. If you have flu-like symptoms, please visit the University Health Service or your physician. Influenza (flu) is a febrile respiratory disease. Unless you have a fever (temperature above 100.4 degrees F) and a cough, sore throat and/or congestion, you probably don't have the flu.
- c. Practice a healthy lifestyle- Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.
- d. Cover your mouth and nose with a tissue when coughing and/or sneezing. Immediately throw the tissue in the garbage. If a tissue is not available, cough or sneeze into the crook or elbow of your arm or onto your sleeve, NOT your hand.
- e. The flu spreads very easily. You don't know when you may have touched something someone with the flu just touched, so wash your hands frequently throughout the day with warm soapy water. If soap and water are not available, alcohol-based hand sanitizers and gels are a suitable substitute. (The university encourages you to carry your own personal size container of hand sanitizer.)
- f. Avoid touching your nose, eyes, and mouth.
- g. More information can be found at the UK website. Go to the UK Homepage [www.uky.edu](http://www.uky.edu) and click on the "H1N1 (Swine) Flu" link at the top of the homepage.

**G. Class Schedule for one credit, Topics and Assignments**

<b>Session # Date</b>	<b>Class Topic</b>	<b>Topic Summary</b>	<b>Reading and Assignments</b>
<b>#1 TBD</b>	Course Overview	This first session focuses on an introduction to the course content and expectations, including an examination of the course goals. Further, an overview to the capstone process will be provided, topic selection, and conducting the literature review. (Guest Speaker)	1. Handout on evidence based decision-making.  2. Handout on conducting systematic reviews of literature.  3. Handout on UK

			writing, library, and presentation resources.
<b>#2 TBD</b>	<p>1. Organization and preparation of the capstone Manuscript;</p> <p>2. Presentation of student Capstone Ideas;</p> <p>3. Overview to the IRB Process;</p>	<p>This session is devoted to the process of whether IRB approval is needed for your project and if needed how to write and gain approval of an IRB application. The capstone paper, as a formal research paper, utilizes a five chapter or section organizational approach. What goes into each chapter and why will be discussed as well as suggestions for helping the reader to navigate your document. This session is also designed to examine the construction of your PowerPoint slides with suggestions for orally presenting your work.</p>	<p>1. Hand out on power-point construction.</p> <p>2. Hand out on preparation on capstone.</p>
<b>#3 TBD</b>	<p>1. Capstone Paperwork and Procedures;</p> <p>2. Suggestions for Writing and Polishing Your Document</p>	<p>The capstone selection requirements will be reviewed as well as presentation notification procedures, and graduation application deadlines. Also, the capstone rating form will be discussed with particular attention to plagiarism and the use of citations.</p> <p>(Guest Speaker)</p>	

**H. Class schedule for three credits:**

The capstones is a fifteen page paper of independent work devoted to research on a specific problem that synthesizes concepts from the total program and relate them to the student’s health care specialty of interest. The student is required to present the results of the capstone to the department faculty and students. The combination of the fifteen page capstone paper and the power-point presentation will meet The Graduation Composition and Communication requirement of the University of Kentucky.

Mid-term week: First draft due.

Week Twelve: Final draft due.

Week Fourteen: Presentation rehearsal.

Final week: Presentation of capstone.

**II. Capstone Grading Rubric:**

**Instructor Critique Form: CLM 595**

**Total Points: 100**

Name: \_\_\_\_\_ Section: \_\_\_\_\_

Criteria	Points
<b>Content</b>	40%
<i>Evidence &amp; Analysis:</i> Does the writer include at least 8 external and credible sources? Address the significance of the issue? Outline the major perspectives on the issue, including his or her own? Does the writer include relevant evidence to support the perspectives? Does he or she incorporate the evidence smoothly and in a way that makes sense? Does the writer avoid fallacious argument? Are ideas fully developed/supported? Is evidence distributed throughout? Does the writer provide concrete examples to make his or her ideas more clear?	/40
<b>Structure</b>	40%
<i>Macrostructure:</i> Does the paper have a clear organizational structure that the reader can follow? Is his or her thesis clearly stated? Does the writer include clear transitions that connect his or her ideas? Does the introduction & conclusion tie the paper together?	/20
<i>Microstructure &amp; Style/Conventions:</i> Do the writer's paragraphs include topic	/20

sentences? Is his or her language use appropriate (no bias, slang, is jargon defined), descriptive, and vivid? Does the writer avoid passive voice and wordiness? Does he or she use concrete and specific language that makes his or her ideas clear to the reader? Does the writer meet the conventions of the assignment (length, APA format, etc.)? Does the writer utilize proper conventions of the English language (grammar, spelling, etc.)?	
<b>Visual</b>	20%
<i>Usage &amp; Integration:</i> Does the writer include at least 3 visuals that reinforce his or her ideas? Is placement of each visual logical? Does it enhance the essay? Does each visual include a label, title, and citation? Is each visual referred to in the text of the paper? Is each visual cited appropriately on the reference section?	/20

Total: \_\_\_\_/100

## J. Presentation Grading Rubric:

### (1) Content 20%\_\_\_\_\_

*Analysis:*

- Appropriate purpose
- Focus
- “New” knowledge or insight (beyond what your audience is likely to know already)
- Main point development (breadth, depth, and listener relevance)

*Supporting Materials:*

- Variety
- Distribution throughout the speech and properly credited at least 2 oral citations.
- Linked to main point or sub-point

### (2) Structure 20%\_\_\_\_\_

*Macrostructure:*

- All elements (attention catcher, listener relevance, speaker credibility, thesis statement with main point preview, transitions, thesis restatement with main point summary, and clincher) must be clearly articulated for the listener
- Creativity. To attain and maintain listener interest, attempt to be creative/novel as you develop your attention catcher, listener relevance, speaker credibility, thesis statement, transitions and clincher.

*Microstructure:*

- Language must be appropriate, inclusive, clear, concrete, and vivid (colorful, descriptive, and sensory language)
- No jargon, slang, abbreviations, or acronyms unless they are appropriate to your goal and are defined clearly the first time they are used
- Use language appropriate for representing your community
- Very few vocalized pauses (too many=distracting from the message)
- Use figures of speech that add novelty and make it more engaging to listen
- Use internal summaries and signposts (for example, to clarify, moreover, etc.)

**(3) Delivery 20%\_\_\_\_\_**

*Use of Voice:*

- Intelligibility (Your rate, volume, pitch, pronunciation, and enunciation/articulation be understandable to the listener.)
- Conversational style (You need to sound as though you are talking with us rather than reading to us or performing for us or reciting in front of us. A conversational oral style is one where listeners feel like they are involved in the process of shared communication to achieve mutual understanding.)
- Fluency (Your ideas should be articulated without noticeable stumbles over words and oddly placed pauses, which is achieved through adequate oral rehearsal in advance.)
- Emotional Expression. (Vary your rate, pitch and volume to reinforce the emotion or attitude conveyed in the verbal message.)

*Use of Body:*

- Attire (You need to dress a bit more formally/professionally than your listeners are likely to be, e.g., dress slacks and a button down shirt.)
- Poise (You need to appear calm and confident as you speak. This begins with initial ethos and ends with terminal ethos. It also means standing comfortably on both feet and avoiding distracting behaviors such as shifting from foot to foot, playing with index cards, etc. during the speech.)
- Eye contact (Look up from your notes 90% of the time, span the entire audience, turn your head not just your eyes, and look each listener in the eye until you achieve a “connection” before moving on.)
- Facial expression (Your facial expressions should reinforce the attitude or emotional stance you are conveying in the verbal message. You should look like you are sincere about sharing this information with us. Practice by looking into a mirror as you rehearse.)
- Gestures (Use gestures that reinforce important points, clarify structure, or reference your presentational aids. Gestures that are not motivated based on one of these purposes distract listeners)

from the message. Extend gracefully from the elbow. Your gestures should appear to be natural and spontaneous even though you have planned and practiced them in advance.)

### *Use of Presentational Aids*

#### *Construction:*

- Use the verbal message to enhance the visual message, and the visual message to enhance the verbal, but not merely repeat the messages.
- Your visuals must be large, neat (professional), colorful, and clear.
- Your audios must be easily audible and intelligible throughout the room.
- Your audios/videos should take no more than 5% (15-25 seconds) of your speaking time.
- If you take a presentational aid from a source, you must cite that source on the presentational aid.

#### *Integration:*

- Use PA smoothly during the presentation.
- Reference PA effectively with gestures during the speech.
- Explain PA adequately during the speech.
- Evident that you had practiced with the timing of the PA.

#### **(4) PowerPoint 20%\_\_\_\_\_**

- Use consistency throughout slideshow (in terms of font, slide layout, background, animation, etc.)
- Constructed in a way that is neat and easy for your audience to grasp
- Integrated appropriately (slides flipped at appropriate times, graphics explained, etc.).

#### **(5) Question and Answer Session 20%\_\_\_\_\_**

- Fielded questions with poise, answered appropriately, and enhanced audience understanding

Total Points\_\_\_\_\_

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