To: Meredith Houlihan  
Health Care Colleges Council

From: Carl Mattacola, Ph.D.  
Associate Dean of Academic and Faculty Affairs

CC: Scott Le沙特, Ph.D.  
Dean College of Health Sciences

Date: February 4, 2019.

RE: Technical and Behavioral Standards Revision

Attached is a submission for a revision to the College of Health Sciences Technical and Behavioral Standards. The Technical and Behavioral Standards have been vetted and approved by all Divisions within the College of Health Sciences. The revisions bring the Technical and Behavioral Standards in-line with professional requirements of our programs.
Technical and Behavioral Standards

College of Health Sciences

General:

The College of Health Sciences promotes the broad preparation of students for clinical and professional practice in healthcare. Regardless of the health care discipline, students must demonstrate competence in those intellectual, physical and social tasks that together represent the fundamentals of professional practice. Applicants and students will be judged not only on their scholastic achievement and ability, but also on their intellectual, physical and emotional capacities to meet the full requirements of the curriculum and their respective academic programs at the undergraduate, graduate and professional levels. Admissions Committees are instructed to exercise judgment on behalf of the faculty to select the entering class, and in so doing, may apply a holistic review of candidates.

The University of Kentucky and program accrediting bodies require that the curricula provide a general professional education, which enables each student to deliver entry-level clinical and professional services. This requires the development of a broad array of basic knowledge, skills, and behaviors, appropriate to enabling self-directed learning to further professional development and deliver competent health care. The basic and applied science components of each program’s professional curriculum are designed to establish a core of knowledge necessary for clinical training. The clinical curriculum typically includes diverse experiences in ambulatory and in-patient settings. These experiences enable the learner to develop the ability to practice independently, without regard for any future choice of specialty. Each student is required by the faculty to pass each required course and clinical rotation in order to graduate.

The following technical standards specify those attributes that the faculty consider necessary for completing professional education within the College, enabling each graduate to subsequently enter clinical and professional practice. These standards describe the essential functions a student must demonstrate in order to fulfill the requirements of a general undergraduate, graduate, and/or professional education, and thus, are necessary for entrance, continuation, and graduation. The University of Kentucky College of Health Sciences will consider for admission to a selected program any applicant who demonstrates the ability to perform or to learn to perform the skills specified in this document for that program. Any applicant with questions about these technical requirements is strongly encouraged to discuss the issue with the Associate Dean for Student Affairs prior to the interview process. If an applicant has questions about accommodations, please contact the Disability Resource Center at 859-257-2754. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor, which may jeopardize academic success and patient care, may be grounds for course/rotation failure and possible dismissal from the program.

Applicants must possess aptitudes, abilities, and skills in five areas:

Observation:

Students must be able to observe demonstrations and conduct experiments in the basic and applied sciences. A student must be able to make observations accurately at a distance and close at hand. Students must be able to read and comprehend written and illustrated material, observe demonstrations, acquire information from electronic sources, and record these observations for a
later time. Other vision related requirements include the ability to discriminate numbers and patterns associated with diagnostic instruments and tests.

**Communication:**

Students must be able to relate effectively and sensitively to others while conveying a sense of compassion and empathy. Students must be able to communicate clearly with others to elicit information and accurately describe observations, and perceive verbal as well as non-verbal communication. Students are expected to communicate effectively and respectfully with all people, including those whose race, ethnicity, spiritual beliefs, socioeconomic status, gender, gender-identity, sexual orientation, age, or culture are different from their own. Communication includes not only speech, but also reading and writing. The student’s education will present challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate timely, effectively, and efficiently in oral and written English. Students must learn to recognize and promptly respond to emotional communications such as sadness, worry, agitation, and lack of comprehension. Each student must be able to read and to record observations and plans legibly, efficiently, and accurately in documents. Students must be able to prepare and communicate concise but complete summaries of individual encounters and complex, prolonged encounters. Student must be able to complete all documentation, written or electronic, according to directions in a complete and timely fashion. Students must be able to follow verbal and written instructions in order to correctly and independently perform tasks.

**Sensory and Motor Coordination and Function:**

In general, students must have sufficient sensory and motor function to perform tasks requiring tactile discriminatory sense (touch, temperature, and pain), proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) gross motor control, and fine motor skills. Students must be able to move freely and safely in a clinical or laboratory setting without hindering the ability of others to function adequately in a hectic environment. Students must be able to manipulate equipment necessary to complete tasks such as physical evaluations or laboratory tests. The ability to perform these functions must be coupled with the stamina to complete them for an extended period of time. Students must be able to travel to clinical sites for practicum and clinical rotations.

**Conceptualization, Integration and Quantification:**

These abilities include measurement, calculation, reasoning, analysis, judgment, numerical recognition, and synthesis. Problem solving requires these intellectual abilities as well as the ability to plan and organize in order to finalize action plans. This must be performed timely in the student’s respective setting. Students must be able to recall and retain information in an efficient and timely manner.

**Behavioral and Social Skills, Abilities and Aptitude:**

Empathy, integrity, honesty, concern for others, good interpersonal skills, interest, and motivation are all personal qualities that are required. Students must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, cultural
humility, and the development of mature, sensitive, and effective relations with patients. Students must commit to life-long learning and stay abreast of content pertinent to their field of study. This includes engagement in the classroom by demonstrating academic curiosity and preparedness. Students must maintain a professional demeanor and organization in the face of heavy workload, possessing the endurance and resilience to function effectively under stress. Students must be able to develop professional relationships with others and protect patient confidentiality by adhering to HIPAA guidelines. Students must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of ambiguity, including taking responsibility for errors and uncertainty. Students must have the ability to be aware of and appropriately react to one’s own immediate emotional responses. Students must learn to receive and give appropriate touch in clinical and academic settings. Students are expected to accept appropriate suggestions and criticism and, if necessary, respond by modification of behavior. Students are expected to adhere to the College of Health Sciences Social Media Guidelines (see appendix A).

Students must be able to meet the Technical Standards for their individual program as follows.
Communication Sciences and Disorders Program (undergraduate and master’s)

Observation:

The CSD student must be able to:
- visualize and discriminate findings on x-rays and other imaging tests.
- read written and illustrated material.
- observe demonstrations in the classroom, including projected slides and videos.
- observe and differentiate changes in body movement.
- observe anatomic structure.
- observe placement and function of articulators (lips, tongue, teeth, hard and soft palate, chest wall, and respiratory system).
- discriminate numbers and patterns associated with diagnostic instruments and tests; and using basic instrumentation competently, such as audiometer, audio recorder, computer, and computer-based instruments for acoustic and aerodynamic analysis.
- identify and transcribe discrete and connected speech sounds.
- discriminate correct from incorrect speech production in the classroom or therapy environments, including audio and video recordings.
- identify and classify disordered vocal quality characteristics.
- identify dysfluencies in oral speech production.
- observe and differentiate changes in voice and speech sound production.

Communication:

The CSD student must be able to:
- provide speech and language models that are phonologically correct, fluent, grammatically correct, and pragmatically appropriate; and use appropriate voice quality and prosody.
- communicate timely and clearly with the health care team, caregivers, education team, or other relevant professional personnel.
- elicit a thorough history from patients and clients (graduate level only).
- provide concise and accurate instructions and feedback to patients, clients, and/or caregivers (graduate level only).
- communicate complex findings in appropriate terms to patients/clients and to various members of the individual’s care team (parents, spouses, caregivers, fellow students, physicians, nurses, aides, physical therapists, occupational therapists, social workers, educators, psychologists, and others) (graduate level only).

Sensory and Motor Coordination and Function (graduate level only):

The CSD student must be able to:
- perform physical examination of speech musculature using vision, audition, palpation, and other diagnostic maneuvers.
- execute movements reasonably required to provide general assessment and intervention for patients using items such as: cell phones, iPads, computers, standard software for writing reports and making presentations, recording devices, visual imaging instruments, as well as hard copy assessments.
• perform these described functions with the stamina to complete them while on clinical rotations that involve a typical and reasonable length of a work-day and work-week. Class schedules will mimic many clinic schedules requiring students to attend classes at 8 AM and continue until 5 PM. Classes may extend into the evening when clinic or classroom spaces are available.

**Conceptualization, Integration, and Quantification:**

The CSD student must be able to:

• identify significant findings from history, physical examination, and diagnostic tests; provide reasoned description; and plan and conduct appropriate intervention, recalling and retaining information in an efficient and timely manner.

• incorporate new information from peers, teachers, other health care and/or educational professionals, and the scientific literature in formulating assessment and intervention.

• identify and communicate the limits of their knowledge to others when appropriate.

• interpret graphs describing biological or behavioral relationships and do other similar modes of data analysis.
Medical Laboratory Sciences Program

Essential Functions (as termed by accrediting body)

Technical Requirements:

The MLS student must be able to:
• perform microscopic manipulations using clinical grade binocular microscope in order to identify microscopic elements.
• characterize the color and clarity of biological specimens, reagents, and/or chemical reactions.
• read, comprehend, and follow the steps outlined in standard operating procedures and testing kit procedures.
• perform manual and semi-automated laboratory procedures in which biological specimens are tested.
• operate semi-automated and automated laboratory instrumentation necessary for testing biological specimens.
• use a computer and/or keyboard to operate laboratory instruments, calculate results, and transmit laboratory information.
• adhere to all laboratory safety protocols.
• consistently complete assigned laboratory tasks in the allotted time.

Communication:

The MLS student must be able to:
• follow verbal and written instructions in order to correctly and independently perform laboratory test procedures.
• record testing observations/results in a clear and legible manner.
• effectively and respectfully communicate with fellow students, faculty members, staff, patients, and other healthcare professionals in oral, non-verbal, or written methods.
• clearly instruct patients prior to sample collection.
• mastery of both written and spoken English.

Sensory and Motor Coordination and Function:

The MLS student must be able to:
• move freely and safely around the laboratory setting.
• reach laboratory bench tops and shelves.
• maintain stamina to perform continuous physical work that might require standing and/or sitting over several hours.
• use fine motor skills to streak agar plates, make peripheral blood smears, focus clinical grade binocular microscope, and pipette liquids.
• manipulate laboratory equipment (i.e., pipettes, inoculating loops) and adjust instrumentation to perform laboratory testing procedures.
• manipulate phlebotomy equipment to safely collect valid laboratory specimens.
• perform these described functions with the stamina to complete these functions, while on
clinical rotations that involve a typical work-day and work-week. Class schedules will
mimic many clinic schedules requiring students to attend classes at 8 AM and continue
until 5 PM. Classes may extend into the evening when clinic or classroom spaces are
available.

Conceptualization, Integration, and Quantification:

The MLS student must be able to:
• perform scientific measurements and mathematical calculations.
• possess computational and reasoning skills.
• solve problems and think critically.
• interpret laboratory test results.
• exercise sufficient judgement to recognize and correct performance deficiencies.
Athletic Training Program

Observation:

The AT student must be able to:
• determine skin integrity and wound characteristics.
• observe results from tests and measures to determine the patient’s condition and the necessary treatment or referral processes.
• differentiate normal from abnormal movement patterns to evaluate the patient’s ability to return to normal function

Communication:

The AT student must be able to:
• communicate quickly, effectively, and efficiently in oral, written, and electronic English.
• communicate complex findings in appropriate terms to patients, families and caregivers, and to various members of the health care team (fellow students, physicians, nurses, clinicians, coaches, preceptors, and others).

Sensory and Motor Coordination and Function:

The AT student must be able to:
• perform a physical examination utilizing palpation, assisted patient mobility, auscultation, percussion, and other diagnostic maneuvers as deemed necessary.
• employ sufficient exteroceptive sense (touch, pain and temperature), proprioceptive sense (kinesthesia, position sense, pressure, and movement), sensory integration and perception, physical strength, fine motor coordination, and motor function.
• execute motor movements reasonably and promptly to emergent situations within the hectic environment, and must not hinder the ability of their co-workers or other providers to provide prompt care. Examples of such emergency treatment reasonably required of athletic trainers include arriving quickly when called and initiating appropriate therapeutic procedures, assisting injured patients off the field/court, lifting injured patients, applying pressure to stop bleeding, opening obstructed airways, performing CPR, spine boarding, and administering emergent medications within the scope of athletic training practice.
• execute movements reasonably required to safely maneuver self or other’s body parts to effectively perform assessment and intervention techniques including the utilization of weights and weight equipment; safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns, and provide general care. This will include standing and lifting.
• manipulate common evaluation equipment such as tape measures, goniometers, and sphygmomanometers.
• perform these described functions, coupled with the stamina to complete these functions, during class times, and during clinical education and experiences that involve a typical and reasonable length of a work-day and work-week including evenings and weekends.
Conceptualization, Integration, and Quantification:

The AT student must be able to:

- problem solve quickly, especially in emergency situations.
- identify significant findings from history, physical examination, and laboratory data, provide a reasoned explanation for likely diagnoses, develop the necessary treatment plan, and recall and retain information in an efficient and timely manner.
- incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans.
- exercise good judgment in patient assessment, diagnostic and therapeutic planning.
- identify and communicate the limits of their knowledge to others when appropriate.
- execute all therapeutic exams and intervention procedures in a safe and effective manner.
- maintain the stamina to complete the rigorous program.
Physical Therapy Program

Observation:

The PT student must be able to:

- determine skin integrity and wound characteristics, and findings on radiological films, electrocardiograms and other images/diagnostic tests.
- discriminate numbers and patterns associated with diagnostic instruments and tests, such as sphygmomanometers and electrocardiograms, and use instruments/devices competently, such as stethoscope, goniometer, computer, and modalities used for evaluation and intervention.
- discriminate movement patterns including gait, activities of daily living and transitional movements across the lifespan.

Communication:

The PT student must be able to:

- communicate rapidly and clearly with the medical team on rounds.
- elicit a thorough verbal and/or written history from patients, caregivers and/or health records.
- communicate complex findings in appropriate terms to patients and to various members of the health care and/or educational team (fellow students, physicians, nurses, aides, therapists, social workers, teachers, and others).

Sensory and Motor Coordination and Function:

The PT student must be able to:

- perform a physical examination utilizing palpation, assisted patient mobility, auscultation, percussion, and other diagnostic maneuvers while maintaining a safe environment for patient and provider(s).
- employ sufficient exteroceptive sense (touch, vibration, stereognosis, pain and temperature), proprioceptive sense (kinesthesia, position sense, pressure, movement), sensory integration and perception, physical strength, fine motor coordination, and motor function.
- execute movements reasonably required to safely maneuver self or move another individual’s body parts to effectively perform assessment and intervention techniques, safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns, and provide general care. This will include standing and lifting.
- manipulate common evaluation and intervention equipment such as tape measures, goniometers, sphygmomanometers, debridement instruments, and computers.
- respond promptly to medical emergencies (such as the performance of cardiopulmonary resuscitation) and must not hinder the ability of co-workers to provide prompt care.
- perform these described functions with the stamina to complete them while on clinical rotations that involve a typical and reasonable length of work-day and work-week. Class schedules will mimic many clinic schedules requiring students to attend classes starting at 8 AM and continuing until 5 PM. Classes may extend into the evening based on resource availability. Clinical days may include earlier and/or later hours based on actual clinic schedules. Attendance at classes is required, just as attendance at work is required.

Conceptualization, Integration, and Quantification:
The PT student must be able to:

- identify significant findings from history, physical examination, and laboratory data, provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and timely manner.
- incorporate new information from peers, teachers, and the medical literature in formulating treatment and plans.
- exercise good judgment in patient assessment, diagnostic and therapeutic treatment and plans.
- identify and communicate the limits of their knowledge to others when appropriate.
- interpret graphs describing biologic relationships and other similar modes of data.
- execute all therapeutic exams and intervention procedures in a safe and effective manner.
- maintain the stamina to complete the rigorous program.
Physician Assistant Program

Observation:
The PA student must:
• have functional vision, hearing, and somatic sensation sufficient to perform a comprehensive assessment of a patient.
• be able to assess a patient accurately through observation at a distance and close at hand, noting non-verbal as well as verbal signals.

Communication:
The PA student must:
• meet all standards described in the General Technical and Behavioral Standards.
• be able to read and to record observations and plans legibly, efficiently and accurately in documents such as the patient record including electronic versions.
• be able to prepare and communicate concise but complete summaries of complex, prolonged encounters, including hospitalizations.
• be able to complete forms according to directions in a complete and timely fashion.

Sensory and Motor Coordination and Function:
The PA student must:
• have sufficient sensory and motor function to perform a physical examination utilizing palpation, auscultation, percussion, and other diagnostic maneuvers.
• possess sufficient motor ability to respond effectively to urgencies within the clinical environment, and must not hinder the ability of their co-workers to provide prompt care.
• be able to perform diagnostic and therapeutic procedures common in medical practice.

Conceptualization, Integration, and Quantification:
The PA student must:
• have the ability to learn and retain detailed and complex information and concepts presented in the curriculum.
• be able to make measurements and calculations as well as have the mental capacity to reason, analyze, make decisions quickly and competently, and to synthesize complex information from a variety of sources.
• possess basic math skills (ability to accurately add, subtract, multiply, and divide)
• be able to comprehend three-dimensional and spatial relationships of structures.

Behavioral Attributes:
The PA student must:
• possess adequate endurance and resilience to tolerate physically taxing workloads and to function effectively under stress.
• recognize their personal limitations, accept appropriate suggestions and criticism, and if necessary, respond by modification of behavior.
Appendix A

Social Media Policy (adapted from AR 10.4)

I. Introduction: Social media channels are powerful communications tools that have a significant impact on organizational and professional reputations. Because the use of social media may blur the lines between personal voice and institutional voice, this social media behavioral standard clarifies how best to enhance and protect the University’s, College’s, and Programs’ brands, as well as personal and professional reputations, when participating in social media.

II. Entities Affected
A. This regulation applies to all University College of Health Sciences’ students.

III. Definitions
A. Social Media: “Social media” means online media channels designed to disseminate information through social interaction, which is created using highly accessible and scalable publishing techniques online. Examples include, but are not limited to: LinkedIn, Facebook, Twitter, YouTube, Flickr, iTunes U, Instagram, Pinterest, and Snapchat (Administrative Regulation 1:1 Page 2 of 5).

B. Lockup: “Lockup” means the official graphic identifier of the University of Kentucky, which includes the interlocking UK logo and wordmark of the University, department, unit, or center.

IV. Guidelines for Posting on University-related Social Media Sites
The following guidelines apply to students posting on behalf of the University or an official University unit:
A. Students should think twice before posting on social media. Privacy does not exist in social media. Students should therefore consider what could happen if a post becomes widely known and how that may reflect both on the poster and the University. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. Content that would not be said to a member of the media should not be posted online. Students who are unsure about posting or responding to a comment should contact their department chair or the Associate Dean of Student Affairs for input or contact the UK Public Relations and Marketing.

B. Students posting on social media must strive for accuracy and check facts before posting them. Content posted must be reviewed for grammatical and spelling errors.

C. Students posting on social media should be respectful of the views of others. Content contributed to a social media site could encourage comments or discussion of opposing ideas. Any responses made by students to social media posts should be considered carefully in light of how they would reflect on the poster or the University and its institutional voice.
D. Students posting on social media should keep their accounts up to date. Social media presences require diligent care and attention. An effective social media channel requires regular updates and fresh, engaging content.

E. Employees posting on social media should consider their audience and its potential reaction to content. A presence in the social media world is available to the public at large, including prospective students, current students, patients, current employers and colleagues, and peers. Students should consider how widely their content can spread before publishing, and ensure posts will not alienate, harm, or provoke any of these groups.

V. Policies for All University-related Social Media Sites

Students must:
A. Protect institutional confidential and proprietary information. Students must not post confidential or proprietary information about the University, its students, employees, patients, or alumni (see Governing Regulation Part I: sections D.2(b,c)).

B. Follow applicable federal requirements, including but not limited to: • Family Education Rights and Privacy Act (FERPA) and • Health Insurance Portability and Accountability Act (HIPAA). Students who share confidential information may be subject to disciplinary action or termination.

C. Adhere to all applicable University and health care regulations, policies, and procedures - Administrative Regulation 1:1 Page 3 of 5. Students must use social media in a manner that complies with University regulations, policies, and procedures, including but not limited to:
   • Governing Regulations
   • Administrative Regulations
   • Human Resource Policies and Procedures
   • Business Procedures Manual
   • Health Care Colleges Code of Student Professional Conduct
   • UK Student Code of Conduct
   • UK HealthCare Code of Ethics
   • Behavioral Standards in Patient Care
   • UK Hospital Policy on Photography and video of patients and employees
   • HIPAA

D. Adhere to copyright and fair use laws. When posting on social media, students must be aware of the copyright and intellectual property rights of others and of the University. Questions about fair use or copyrighted material should be directed to the Office of Legal Counsel.

E. Not use University lockups, logos or trademarks without permission. Any use of University lockups, logos, trademarks or other images must have prior approval. Students must not use official lockups, logos, trademarks, or any other University images or iconography on personal social media sites. Students must
not use the University's name to promote a product, cause, or political party or candidate.

- **UK Web Graphic Standards**
- **Official UK Graphic Standards Manual**

Approved departmental lockups are available for download at: www.uky.edu/prmarketing/brand-standards. Examples of appropriate social media avatars are located in the graphic standards manual. Contact UK Public Relations and Marketing for assistance.

E. Not announce University news.

Students must not be the first to announce University or departmental news on a social media site unless pre-approved by UK Public Relations and Marketing. The Executive Director of Public Relations is the official spokesperson for the University (See Administrative Regulation 1:1, University of Kentucky Administrative Organization). Only WUKY is authorized to announce University news without prior approval from UK Public Relations and Marketing.

F. Respect University time and property.

University computers and time on the job in clinical settings are reserved for University-related business as approved by supervisors and preceptors and in accordance with Governing Regulation XIV.B.12, University Resources and Administrative Regulation 10:1, Policy Governing Access to and Use of University Information Technology Resources.

G. Be aware of terms of service: Employees must comply with the Terms of Service of any social media platform used. Administrative Regulation 1:1 Page 4 of 5

VI. Creating and Maintaining an Institutional Social Media Presence

When posting on behalf of an official University unit, students must:

A. Notify the University

Units that have a social media page or would like to start one should contact UK Public Relations and Marketing to ensure all institutional social media sites coordinate with other UK sites and their content. All institutional pages must have a full-time appointed employee who is identified as being responsible for content. Ideally, this should be the unit head.

B. Acknowledge their identities

An individual representing the University on a social media channel should acknowledge their identity.

C. Use approved photos and University lockups

A University social media presence must use photos that accurately depict the unit and that unit’s approved lockups. UK Public Relations and Marketing provides approved photos and lockups for various areas of the University. Approved lockups in a downloadable format are available at: www.uky.edu/prmarketing/branddownloads. There are also University stock photos available on this site, which may be accessed using a linkblue ID and password.
D. Have a plan
Units should consider their messages, audiences, and goals, as well as a strategy for keeping information on social media channels up-to-date. UK Public Relations and Marketing can assist and advise a unit with its social media planning.

E. Link back to the University or make sure external links are reputable, safe sites whenever possible; students should link back to an official UK website. Ideally, posts should be very brief. When linking to a news article about the University, check to see whether it is possible to link to a release on UKNow, the official UK news website, instead of to an external publication or other media outlet. (uknow.uky.edu/)

F. Protect the institutional voice
Posts on social media should protect the University’s institutional voice by remaining professional in tone and in good taste. No individual unit should construe its social media channels as representing the University as a whole. This consideration must be taken into account when naming pages or accounts, selecting a profile picture or icon, and selecting content to post. Names, profile images, and posts must all be clearly linked to the particular department or unit rather than to the institution as a whole. An institutional voice guide is available at: www.uky.edu/prmarketing/brand-standards. Students should consider using “UKY” as part of their naming convention, to show a connection to the institution. Students should avoid the use of “UK” in external social media channels, to avoid confusion with the United Kingdom.

VII. Guidelines for All Social Media

A. Students posting on personal social media sites should identify their views as their own. If a student identifies themselves as a UK student online, it should be clear that the views expressed are not those of the institution. NOTE: Using personal social media sites for University-related business/activities or posting of University-related content will subject those sites to this policy. Administrative Regulation 1:1 Page 5 of 5

VIII. Compliance: Both in professional and institutional roles:

A. Students must adhere to appropriate behavioral standards. The same laws, professional expectations, and guidelines apply for interacting with the University community and the public on social media. Students are accountable for institutionally related content they post to social media channels.

B. Non-compliance with this policy may result in any or all of the following:
   a. Limitation or revocation of individual or unit rights to use or participate in University-related social media;
   b. Removal of posts or social media accounts; or
   c. Corrective or disciplinary actions and sanctions, as defined in the Health Care Colleges Code of Student Professional Conduct or Code of Student Conduct.
Appendix A.1

Use of Social Media as a Professional Health Care Student at the University of Kentucky

Participating in social networking and other similar Internet opportunities can enable individual healthcare staff to have a professional presence online and provide an opportunity to disseminate health-related communications. Social networks, blogs, and other forms of communication online also create new challenges to the patient relationship. The guidelines pertain to all means of social media such as Twitter, Facebook, blogs and any other social media platform currently in use or developed in the future.

UK College of Health Sciences students should weigh a number of considerations when maintaining a presence online:

- All students should be cognizant of standards of patient privacy and confidentiality. All students must refrain from posting identifiable patient information online. Under no circumstance should a picture of a patient be posted on any type of social media platform.

- All students should realize that once on the Internet, content is likely there permanently. Thus, students should routinely monitor their own Internet presence to ensure that the personal and medical information on their own sites is accurate and appropriate.

- All students should consider separating personal and professional content online.

- Students must recognize that actions online and content posted may negatively affect their reputations among patients and colleagues, and may have consequences for their healthcare careers.
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<th>Explanation of Recommendation</th>
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<td><strong>Use Good Judgment</strong></td>
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<td>You are responsible for the material you post on personal blogs or other social media. Be courteous, respectful, and thoughtful about how other individuals may perceive or be affected by postings. Anything you post is likely to be permanently connected to you and your reputation through Internet and email archives. Future employers or attorneys may access this information and may use it to evaluate or attempt to discredit you. <em>Remember that you can negatively affect your own professional reputation for future employers and patients if you misuse these platforms. Anything you post reflects on both your professional reputation and the University of Kentucky and College of Health Sciences.</em></td>
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<td><strong>Protect Patient Privacy</strong></td>
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<td>Students posting to social media are not permitted to post identifiable patient information under any circumstances. Disclosing information about a patient that would allow a patient to be identified is prohibited. This includes photographs which can be used to reasonably identify a patient or other identifying information. These restrictions apply even after the patient is deceased. In the exercise of good judgment, non-identifying bodily and non-bodily images may be used as long as the case is not related to a high profile patient, a case reported in the news media, or a case so unique that a person could be identified even without accompanying patient identifiers. Where cases are so unique that even non-identifying images would create a reasonable risk of patient identification, those images may not be used. All students should take extra steps to ensure that patients cannot be identified from posted information. Posting patient information can sometimes lead to patient identification even when a name is not included. Safeguards include using or changing information (such as weight, age, etc.) where it is not applicable to the treatment. Users of social media should also be aware of the compounding nature of social media posts. While the original post may not provide identifying information about a patient, comments and re-tweets have the possibility of adding information to the point that a patient could be identified from a series of posts. Users of social media must take steps to prevent the identification of a patient through the use of comments and additional postings.</td>
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<p>| If you identify yourself as a UK HealthCare employee, |
| The University of Kentucky College of Health Sciences does not seek to impede the open exchange of informational and |</p>
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<th>You may have an added level of responsibility to the institution.</th>
<th>educational ideas from its employees. Official university positions regarding college, program, and healthcare matters are communicated through official and approved media representatives of the University.</th>
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<td><strong>Use a Disclaimer</strong></td>
<td>Students should make clear that their postings are their own opinions. Students must state that postings are not made on behalf of the University of Kentucky, the College of Health Sciences, or any agency affiliated with academic or clinical settings.</td>
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<td><strong>Examples of Disclaimers include:</strong></td>
<td>“Any opinions contained in this post are personal and not necessarily those of University of Kentucky or College of Health Sciences.”</td>
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<td>“The views and opinions expressed here are not necessarily those of University of Kentucky or the College of Health Sciences, and they may not be used for advertising or product endorsement purposes.”</td>
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<td>“Tweets my own.”</td>
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<td>“Views my own.”</td>
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<td><strong>Follow Copyright laws</strong></td>
<td>Any postings should comply with copyright or other applicable laws.</td>
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<td><strong>Ask questions of experts if there are questions about the appropriateness of materials</strong></td>
<td>Compliance, privacy and marketing communications are the purview of the University of Kentucky. Consult these groups with questions before posting material if there are questions about the appropriateness of posting the material. Available contacts for questions include:</td>
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<td>Randa Remer, Ph.D.</td>
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<td>859-218-0473</td>
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</tbody>
</table>
Brothers, Sheila C.

From: Ett-Mims, Joanie
Sent: Thursday, September 19, 2019 10:08 AM
To: Bird-Pollan, Jennifer; Brothers, Sheila
Cc: Williams, Corrine M.; Nikou, Roshan; Abboud, Joshua; Harmon, Camille; Badger, Karen S.; Remer-Eskridge, Randa; Thomas, David T.; Rogers, Nels; Hatcher, April; Knutson, Barbara; Turkington, Alice; Liu, Huanliang; Stone, Peter; Fields, Nelson; Bae, Yoon J.; Crocker, Ellen; Sass, Christopher
Subject: UGC transmittal, 9-19-19

September 19, 2019

TO: Jennifer Bird-Pollan, Chair and Sheila Brothers, Senate Council Coordinator
FROM: Corrine Williams, Chair and Joanie Ett-Mims, Undergraduate Council Coordinator

The Undergraduate Council reviewed and recommends approval of the following:

Programs (attached):
Bachelor of Liberal Studies program change
Health Sciences Technical and Behavioral Standards
Nutrition for Human Performance UG Certificate-change

Courses (Curriculog):
AIS 202-change
ANA 210DL-new
CME 562DL-new
FIN 452-change
FIN 470-change
GEO 133-drop
TA 340-new
TA 365-change
TA 374-change
TA 440-new
UCF 300-new
UCF 410-new

Thank you,
Joanie

Joanie Ett-Mims
University of Kentucky
Office of the Senate Council
203 Main Building
Lexington, KY 40506-0032
From: Houlihan, Meredith  
Sent: Friday, May 10, 2019 2:05 PM  
To: Brothers, Sheila  
Subject: FW: HCCC Transmittal  
Attachments:  

From: Houlihan, Meredith  
Sent: Thursday, February 28, 2019 12:00 PM  
To: Jackson, Brian <Brian.Jackson@uky.edu>; Nikou, Roshan <Roshan.Nikou@uky.edu>  
Cc: Mattacola, Carl <CarlMattacola@uky.edu>; Taylor, Jamie <jamie.hunt@uky.edu>; Lowman, Julie <joneen.lowman@uky.edu>  
Subject: HCCC Transmittal

February 28, 2019

TRANSMITTAL

TO: Brian Jackson, Chair; Roshan Nikou, Coordinator  
Graduate Council

FROM: Carl Mattacola, Chair; Meredith Houlihan, Coordinator  
Health Care Colleges Council

The Health Care Colleges Council reviewed and approved the following proposals and is now forwarding them to the Graduate Council for review.

College of Health Sciences  
- Communication Sciences and Disorders Telehealth Graduate Certificate  
- Technical and Behavioral Standards Revision

College of Public Health  
- Master of Public Health Program Change  
- PhD Epidemiology/Biostatistics Program Change  
- Imbedded MS Epidemiology Program Change

Thanks,  
Meredith
TO: Jennifer Bird-Pollan, Chair and Sheila Brothers, Coordinator

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator
Graduate Council

The Graduate Council approved of the Technical and Behavioral Standards and is now forwarding it to the Senate Council to approve. Please also see the attached accompanying contextual email.
Subject: FW: Technical and Behavioral Standards
Date: Monday, February 4, 2019 at 9:15:38 AM Eastern Standard Time
From: Remer-Eskridge, Randa
To: Mattacola, Carl
Attachments: Technical and Behavioral Standards 12.12.18 clean_JMH.docx, image003.png, image001.png

Dr. Randa Remer
Associate Dean of Student Affairs
College of Health Sciences
University of Kentucky
859-218-0545

From: Hoch, Johanna <johanna.hoch@uky.edu>
Sent: Monday, January 7, 2019 1:22 PM
To: Remer-Eskridge, Randa <randa.remer-eskridge@uky.edu>
Cc: Gribble, Phillip <phillip.gribble@uky.edu>
Subject: RE: Technical and Behavioral Standards

Dear Randa,

The Division of Athletic Training voted to approve the Technical and Behavioral Standards attached to this email (three edits attached) unanimously in favor, 7-0.

This includes: Abt, Heebner, Hoch M, Hoch J, Gribble, Uhl and Butterfield.

Please let me know if you need anything else from me.

Thank you!
Hanna

From: Remer-Eskridge, Randa
Sent: Tuesday, December 18, 2018 6:04 AM
To: Hoch, Johanna <johanna.hoch@uky.edu>
Cc: Gribble, Phillip <phillip.gribble@uky.edu>
Subject: RE: Technical and Behavioral Standards

Hanna,

Submit them in attached document by tracking changes.
Thank you,
Randa

Dr. Randa Remer
Associate Dean of Student Affairs
College of Health Sciences
University of Kentucky
859-218-0545

From: Hoch, Johanna <johanna.hoch@uky.edu>
Sent: Tuesday, December 18, 2018 5:29 AM
To: Remer-Eskridge, Randa <randa.remer-eskridge@uky.edu>
Cc: Gribble, Phillip <phillip.gribble@uky.edu>
Subject: RE: Technical and Behavioral Standards

Randa,

Our faculty have some suggested revisions to our document. How should I go about incorporating these to send back to you for review?

Please let me know.

Thank you,
Hanna

From: Remer-Eskridge, Randa
Sent: Wednesday, December 12, 2018 10:03 AM
To: Kuperstein, Janice <jkupe0@uky.edu>; English, Robert <tenglish@email.uky.edu>; Hoch, Johanna <johanna.hoch@uky.edu>; Gribble, Phillip <phillip.gribble@uky.edu>; Stemple, Joseph <jcstem2@uky.edu>; Campbell, Kim <kim.campbell@uky.edu>; Kercsmar, Sarah <sarah.kercsmar@uky.edu>; Warren, Jami <jami.warren@uky.edu>; Black, William <wsblac0@uky.edu>; Dupont-Versteegden, Esther <eedupo2@email.uky.edu>; Badger, Karen <karen.badger@uky.edu>; Mattacola, Carl <CarlMattacola@uky.edu>
Subject: Technical and Behavioral Standards

Division Directors,

Attached is a clean version of the Technical and Behavioral Standards. Please provide your faculty with an opportunity to review and vote on approval of this document. Please send me the vote of your faculty by January 8, 2019 at noon. I will work with Carl on moving these through the vetting process with Senate. I hope to have these standards adopted for Summer 2019.

Best,
Dr. Randa Remer  
Associate Dean of Student Affairs  
College of Health Sciences  
University of Kentucky  
859-218-0545  

From: Olson, Anne <aolso2@uky.edu>  
Sent: Monday, January 28, 2019 4:16 PM  
To: Remer-Eskridge, Randa <randa.remer-eskridge@uky.edu>  
Subject: FW: Technical and Behavioral Standards  

Randa,  
We had a unanimous electronic vote in support of the Tech Standards. ADO  

From: Olson, Anne  
Sent: Thursday, January 24, 2019 3:44 PM  
To: Andreaatta, Richard <richard.andreaatta@uky.edu>; Angadi, Vrushali <vsan222@uky.edu>; Capilouto, Gilson <gilson.capilouto@uky.edu>; Croake, Daniel <djcroa2@uky.edu>; Hubbard, H. <isabelhubbard@uky.edu>; Kleinert, Jane <jklei2@uky.edu>; Lowman, Julie <joneen.lowman@uky.edu>; Marshall, Robert <rcmarsh@email.uky.edu>; Meulenbroek, Peter <meulenbroek@uky.edu>; Morris, Donna <dsmorr0@email.uky.edu>; Page, Judith <judith.page@uky.edu>; Stemple, Joseph <jcstem2@uky.edu>; Suiter, Debra <debra.suiter@uky.edu>; Bartley, Janine <janine.l.s.bartley@uky.edu>  
Subject: FW: Technical and Behavioral Standards  

Hi all,  
I need a quick electronic vote from all of you.  
As you may or may not recall, we discussed how to revise the technical standards last year. The college was working on creating more consistency between our program descriptions about these. Attached is the final product. Please just reply to me about whether or not you agree with the motion that I have made (and Joe has seconded)... “to approve the revised technical and behavioral standards for CSD as specified in the attached document”. Thank you. ADO
From: Remer-Eskridge, Randa
Sent: Thursday, January 24, 2019 11:05 AM
To: Olson, Anne <aolso2@uky.edu>; Stemple, Joseph <jcstem2@uky.edu>
Subject: FW: Technical and Behavioral Standards

Anne and Joe,

Good morning. I am reaching out because I need to know if the faculty have voted on the attached Technical and Behavioral Standards. I would like to get this out of the college by next Friday, February 1. To do so, I need a vote (electronic is fine) of your faculty. Can you get this to me by January 29?

Best,
Randa

From: Remer-Eskridge, Randa
Sent: Wednesday, December 12, 2018 10:03 AM
To: Kuperstein, Janice <jkupe0@uky.edu>; English, Robert <tenglish@email.uky.edu>; Hoch, Johanna <johanna.hoch@uky.edu>; Gribble, Phillip <phillip.gribble@uky.edu>; Stemple, Joseph <jcstem2@uky.edu>; Campbell, Kim <kim.campbell@uky.edu>; Kercsmar, Sarah <sarah.kercsmar@uky.edu>; Warren, Jami <jami.warren@uky.edu>; Black, William <wsblac0@uky.edu>; Dupont-Versteegden, Esther <eedupo2@email.uky.edu>; Badger, Karen <karen.badger@uky.edu>; Mattacola, Carl <CarlMattacola@uky.edu>
Subject: Technical and Behavioral Standards

Division Directors,

Attached is a clean version of the Technical and Behavioral Standards. Please provide your faculty with an opportunity to review and vote on approval of this document. Please send me the vote of your faculty by January 8, 2019 at noon. I will work with Carl on moving these through the vetting process with Senate. I hope to have these standards adopted for Summer 2019.

Best,
Randa
Dr. Randa Remer  
Associate Dean of Student Affairs  
College of Health Sciences  
University of Kentucky  
859-218-0545

From: Campbell, Kim <kim.campbell@uky.edu>  
Sent: Thursday, January 24, 2019 3:12 PM  
To: Remer-Eskridge, Randa <randa.remer-eskridge@uky.edu>  
Subject: RE: Technical and Behavioral Standards

Randa,

All MLS faculty have voted and approved.

Kim

Kim Campbell, MSEd., MLS(ASCP)CM  
Medical Laboratory Science Interim Program Director  
University of Kentucky  
College of Health Sciences  
126D Charles T. Wethington Building  
Lexington, KY 40536-0200  
859-218-0853  
kkcamp1@uky.edu

From: Remer-Eskridge, Randa  
Sent: Thursday, January 24, 2019 11:06 AM  
To: Campbell, Kim <kim.campbell@uky.edu>  
Subject: FW: Technical and Behavioral Standards

Kim,

Good morning. I am reaching out because I need to know if the faculty have voted on the attached Technical and Behavioral Standards. I would like to get this out of the college by next Friday, February 1. To do so, I need a vote (electronic is fine) of your faculty. Can you get this to me by January 29?

Best,  
Randa
Division Directors,

Attached is a clean version of the Technical and Behavioral Standards. Please provide your faculty with an opportunity to review and vote on approval of this document. Please send me the vote of your faculty by January 8, 2019 at noon. I will work with Carl on moving these through the vetting process with Senate. I hope to have these standards adopted for Summer 2019.

Best,
Randa
From: Black, William <wsblac0@uky.edu>
Sent: Friday, January 25, 2019 9:55 AM
To: Remer-Eskridge, Randa <randa.remer-eskridge@uky.edu>
Subject: RE: Technical and Behavioral Standards

Randa: I sent out the document again yesterday and asked the faculty for an up or down vote. Results are still coming back, but a majority of the faculty have already responded with a “yea”. Therefore, it is approved by PAS.
Scott

From: Remer-Eskridge, Randa
Sent: Thursday, January 24, 2019 11:14 AM
To: Black, William <wsblac0@uky.edu>
Subject: FW: Technical and Behavioral Standards
Importance: High

Scott,

Good morning. I am reaching out because I need to know if the faculty have voted on the attached Technical and Behavioral Standards. I would like to get this out of the college by next Friday, February 1. To do so, I need a vote (electronic is fine) of your faculty. Can you get this to me by January 29?

See the attached documents for reference.

Best,
Randa
Scott,

I just copied you on another email to all Division Directors. I need you to make any changes to the word document and track your changes. I then need you to get a vote of the faculty on a clean version of the standards no later than noon on January 8.

Let me know if you need anything.

Best,

Randa

Dr. Randa Remer
Associate Dean of Student Affairs
College of Health Sciences
University of Kentucky
859-218-0545
Subject: FW: tech standards
Date: Monday, February 4, 2019 at 9:14:23 AM Eastern Standard Time
From: Remer-Eskridge, Randa
To: Mattacola, Carl
Attachment: Technical and Behavior Standards-PT edits 12-13-18.docx

Dr. Randa Remer  
Associate Dean of Student Affairs  
College of Health Sciences  
University of Kentucky  
859-218-0545

From: English, Robert <tenglish@email.uky.edu>  
Sent: Thursday, December 13, 2018 2:26 PM  
To: Remer-Eskridge, Randa <randa.remer-eskridge@uky.edu>  
Subject: tech standards

Randa, I have attached the CHS common tech standards and the PT specific standards that our PT faculty reviewed today. We made 2 edits – one in the common CHS standards and one in the PT. We collectively believe it is important to advocate for people with disabilities that may be discouraged to apply but who would be able to complete our programs. We put in a statement about reasonable accommodations. It seems the the statement:

“Any applicant with questions about these technical requirements is strongly encouraged to discuss the issue with the Associate Dean for Student Affairs prior to the interview process. Deficiencies in knowledge, judgment, integrity, character or professional attitude or demeanor, which may jeopardize academic success and patient care, may be grounds for course/rotation failure and possible dismissal from the program.”

doesn’t allow for people who might have disabilities that can be accommodated for within reason. For instance, someone with an amputated limb may easily be able to do the required activities, but the statement sounds more restrictive. We added a sentence here.

Also, in the PT section we added words to account for the use of the health record and caregiver to be resources for eliciting a history.

With these changes, the PT faculty is unanimously supportive of the document. tony