

Annual Assessment Report
Health Sciences
2015

I. Executive Summary

The Health Sciences majors (Pre-med, Pre-vet, Pre-PT, and Allied Health) and healthcare management minor were new to Wells this year. Additionally, HS100 Introduction to the Health Professions was offered for the first time Spring 2015. Our priorities this year (2014-2015) were:

1. Determining student interest in the HS majors.
 - The HS majors (Pre-med, Pre-vet, Pre-PT, and Allied Health) have been well received by students. At the end of the 2014-2016 academic year there were 10 students who had declared one of the HS majors: 7 Pre-med, 2 Pre-vet, and 1 Allied Health.
2. Determining student interest in the healthcare management minor.
 - This year two students declared the Healthcare management minor and we predict the minor will become more popular as students learn about the minor.
3. Assessment of HS100 Introduction to the Health Professions.
 - A. Determining if the course was valuable to students. Based on student course evaluations the course was well received. Students enjoyed the course and thought it was beneficial to their future plans. Students enjoyed the guest speakers, trip to Upstate medical University, medical ethics discussions, and career planning assignments were the most popular. Specific comments included:
 - I enjoyed learning more about the various health professions
 - The interview assignment and guest speakers provided the human element and realities of the health professions
 - I wish we could have more classes on medical ethics! Is there a separate Wells course in this?
 - I enjoyed doing the healthcare assessment of a different country and learned a lot.
 - Course was extremely helpful to my future career planning.
 - We did a lot of presentations/sharing and it helped me learn the perspectives of my peers better.
 - The field trip to Upstate was extremely beneficial. (multiple comments)
 - This course should be recommended to anyone with an interest in the healthcare feild.
 - B. Instructor (Kristina Blake) evaluation of the course:
 - a. Course time: The course was taught as a 3 hour seminar course and I believe it would work better as a 2 day a week 75 minute course (or 3 day 50 minute course). Having the course as a 3 hours seminar worked well for field trips and

guest speakers (scheduling the course in the afternoon could still facilitate these events). However, the 3 hour seminar was too long to hold student interest. Moving through multiple topics, taking breaks, and doing activities helped, but students just didn't have the attention span and therefore didn't get as much out of certain topics.

- b. Field Trips: We took a field trip to SUNY Upstate Medical University and this was extremely beneficial to myself, the students, and Wells College. It was a great chance to speak directly with the director of admissions and get her opinion on the admissions process. It was also great to strength Wells's presence at Upstate. The students also got to interact with the medical students and ask questions. I would recommend that this trip be taken every semester and to look into if we can open it up to students not in the course (or also take the trip the semester the course is not offered). Additionally, I would recommend that we expand the field trip to include speaking (more than we did this year) with the Physicians's Assistant, Physical Therapy, and Nursing programs. We had planned to visit Cornell University Veterinary school, but this trip was to take place on a Saturday and the students choose not to go. The "Saturday effect" may be a problem when the course is not a 3 hour seminar course, as the students may not have a large block of time to go. Scheduling the course in the late afternoon may help with this.
- c. Meeting of course objectives. The learning objectives of this course are for students to successfully:
 1. Identify and discuss the knowledge, skills and character required for success as a healthcare professional.
 - This objective was met through readings throughout the semester, healthcare professional guest speakers, the Upstate Medical University field trip, a required healthcare professional interview assignment, and medical ethics discussions.
 2. Identify general tasks and scope of clinical care for various health professionals.
 - This objective was met through textbook reading, student presentations on various professions, guest speakers, healthcare professional interview, and a clinical environment healthcare delivery description.
 3. Construct a career plan.
 - To meet this objective students identified their top career choices and researched the requirements for these professions (required courses, GPA, entrance exams, etc.) They prepared a primary and secondary career plan. The career plan included the application process to the professional school of choice, the requirements for this school, the academic training (year of school, etc), clinical training options, funding support for training, specifics of certification and/or licensure, employment, and continuing education. Students also wrote answers to 20 questions, where each question was

designed to help prepare students to write better personal statements and application essays, as well as prepare for admissions interviews.

4. Identify and discuss strengths and challenges of healthcare systems such as government-based, universal health care, public health care, private pay, and insurance based.
 - This objective was met through course readings, lectures, and a research paper and presentation. Students researched these topics for the US and a country of their choice and prepared a paper outlining and supporting their position of a healthcare system (government-based, universal health care, public health care, private pay, or insurance based.), based on criteria such as: extent of coverage, cost and funding for the system proposed, systems existing and employed by other nations, and the role of government.
5. Identify the types and related services of healthcare delivery environments, including acute care hospitals, skilled nursing facilities, rehabilitation centers, outpatient clinics, home health agencies, and others.
 - This objective was met by course readings and discussions, the healthcare professional interview, and the healthcare delivery environment assignment. For the environment analysis students constructed an analysis of a specific healthcare delivery point of service, such a hospital, pharmacy, outpatient clinic, specialty clinic, nursing home, assisted living, home health service, or provider office. The analysis included a review and critique of patient population profiles and demographics, scope of services, providers at the facility, patient flow, payment process of services, licensure and accreditation, role of the facility and services in the community, and barriers to access of services.
6. Identify standards for medical ethics and cultural competency
 - This objective was met by course readings and class discussions.
 - This section of the course was very popular and should be expanded upon in future years.
7. Identify health issues and challenges in local and global communities and think critically about solutions.
 - This objective was met by course readings and assignments. Students researched health issues and challenges in the US and other countries and presented these findings and their possible solutions to the class in a formal presentation.

- C. Determination if HS100 should be taught in the Fall or Spring semester.
- The course was taught in the Spring this semester. This appears to work well, as students may have a better idea of their interests after having been at Wells for at least one semester. Having a HS course in the Fall has been determined to be important from a prospective student point of view. Anatomy and Physiology I Biol114L (required for all HS majors) is now offered in the fall so first year

students interested in the health professions do have course they can take upon entry.

- D. Determining which faculty can teach HS100. Kristina Blake taught HS100 this past Spring and does have a teaching slot for this course every other Spring.
 - After analysis, no other HS faculty can teach HS100 in Spring 2016, so it was determined that an adjunct request would be put in. Hiring an adjunct would also advertise Wells's HS program and bring in a professional in this field.
4. Review of the courses within each HS major.
 - The HS faculty reviewed the courses within each HS major to ensure they are in line with the prerequisite courses for each professional program.
 - This will be an ongoing process each year.
5. With the resignation of Dr. Lauren O'Neil this past Fall, the HS faculty wanted to ensure the new hire could contribute to the HS program.
 - We are pleased with the new hire of Lindsey Burwell and are happy of her interest in and ability to contribute to the HS program. She has a strong background in nutrition and has already begun to develop upper level courses of interest to HS majors.

II. Assessment Plan

This year we will focus on:

- A. Continuing to assess student interest in the HS majors and minors. Determining if the existing HS majors are appropriate for student interest. Does an additional selection, such as Pre-Physicians' Assistant, need to be added?
- B. Reviewing the courses within each HS major to ensure they are up to date for professional school requirements.
- C. Developing a formal Wells specific assessment of the rural health program. Currently, a pre and post survey are done, but these surveys were developed by the CNY Area Health Education Center (CNYAHEC) and are not Wells specific. This assessment is excellent in determining the effectiveness of the program on developing rural health interests and the program in general, but we'd like to ask students questions that are specific to the Wells and the Wells HS program.
- D. Assessing if adding new HS courses to the current curriculum is needed and which areas we can develop these courses in. A course in medical ethics and/or a nutrition course currently seem the most feasible and have the most student interest.
- E. Determine what type of programming is needed to introduce students to the health sciences and get advising information to them. This year we held a Fall information

session directed towards first and second year students and think this same session may be beneficial to hold in the Spring for students who could not attend. We would also like to develop programming for junior and senior students.

- F. Several BCS majors have inquired about a HS minor. We will look into developing an HS minor.
- G. Continuing to develop the roles and responsibilities for the future (hopefully!) Director of HS position.