



The University of Georgia

Office of the Vice President for Academic Affairs

MEMORANDUM

TO: Deans

FROM: James E. Fletcher
Associate Vice President for Academic Affairs

DATE: January 14, 1998

SUBJECT: Implementing the Cultural Diversity Requirement

The University Council Curriculum Committee has asked that I outline steps the Committee is taking to implement the University Council resolution of June 5, 1997 which establishes a Cultural Diversity Requirement. (The full text of the University Council resolution is enclosed for your convenience).

The resolution requires "all undergraduate students to study cultural diversity within a domestic or global context before graduation." The *expected outcome* of the requirement is: "The cultural diversity requirement should enable students to develop their understanding of *issues of race, religion, ethnicity, gender, and class*, not only within the cultures they are studying, but also as applied to their own cultures."

Student participation in developing the requirement is mandated: "Both the curricular and extra-curricular options [of the Cultural Diversity Requirement] will be developed or revisited by each school or college in consultation with students from that particular school or college."

Student learning outcomes for Cultural Diversity must be developed, because the Cultural Diversity Requirement applies to all undergraduates. It becomes part of the General Education program of the University and subject to General Education Assessment.

Preliminary Steps

For an orderly implementation the University Council Curriculum Committee requires the following information by February 15, 1998 from schools and colleges enrolling undergraduates:

- The measures by which each school or college will *assure student participation* in developing or revisiting the Cultural Diversity Requirement.
- The *student learning outcomes* which the school or college recommends the University adopt in assessment of the Cultural Diversity Requirement.

Based upon recommendations for student learning outcomes, the University Council Curriculum Committee will adopt a common set of student learning outcomes in Cultural Diversity for general education assessment.

Subsequent Steps

At its March 1998 meeting the University Council Curriculum Committee will adopt a common set of student learning outcomes to guide the Schools and Colleges in developing or revisiting their curricular and extra-curricular options for the Cultural Diversity Requirement.

In April 1998 the Schools and Colleges will be asked to provide options which satisfy the Cultural Diversity Requirement, and the Committee will review and publish a comprehensive list of the requirements.

Enclosure -- Cultural Diversity Resolution Adopted by the University Council
Copy: Dr. Prokasy

Enclosure

Cultural Diversity Resolution as adopted by the University of Georgia University Council, June 5, 1997

Cultural Diversity Requirement

In order to further enrich the educational experience of the University of Georgia and to ensure that our graduates acquire the understanding and respect for cultural differences necessary for an enlightened citizenry, all undergraduate students will be required to study cultural diversity within a domestic or global context before graduation. This requirement may be completed by curricular or extracurricular experiences. The curricular requirement option may include study abroad, supported learning experiences, infusion of content across courses, or one course or a series of courses, so long as the particular approach meets the approval of the student's college or school. The extra-curricular option may be fulfilled with a community service program or related project approved by the individual school or college. Having once satisfied this requirement, the student will not have to fulfill it again unless it is part of program requirements for his or her major. Both the curricular and extra-curricular options will be developed or revisited by each school or college in consultation with students from that particular school or college.

The cultural diversity requirement should enable students to develop their understanding of issues of race, religion, ethnicity, gender, and class, not only within the cultures they are studying, but also as applied to their own cultures. Thus faculty teaching courses or supervising extra-curricular experiences should help students process their experiences and insights by application to the contemporary cultures in which they live.

Each school and college is charged with determining what courses and/or experiences of domestic or global study fulfill the curricular option, and what activities fulfill the extra-curricular option. Units will design the requirement so that there is not an increase in hours beyond the approved limit. Each school and college will be responsible for monitoring the compliance of its students to the requirement, beginning in Fall of 1998.

The University will not mandate a cultural diversity requirement for students in post baccalaureate programs. However, each school or college with a post baccalaureate program is encouraged, using its own procedures, to evaluate the adequacy of those programs with respect to diversity content and issues and to make modifications where necessary.




The University of Georgia

College of Pharmacy

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MEMORANDUM

To: Dr. James E. Fletcher
Associate Vice President for Academic Affairs

From: Stuart Feldman 
Dean, College of Pharmacy

Subject: Cultural Diversity Information for University Council
Curriculum Committee

Date: February 17, 1998

The College of Pharmacy's curriculum committee prepared and administered a survey to ascertain the extent to which cultural diversity is currently addressed in required pharmacy courses. The results of the survey as well as the survey instrument itself are presented in Appendix A and B respectively.

At the conclusion of the 1998-99 academic year, students will be surveyed to determine their awareness and comprehension of cultural diversity topics in the pharmacy curriculum as well as their attitudes toward multiculturalism as it pertains to their profession. Curricular changes may be made according to faculty's satisfaction with the survey results.

With regard to multiculturalism, several pharmacy courses expect students to perform at the synthesis and evaluation levels (Bloom's taxonomy--cognitive domain) and at the organization level (Krathwohl's taxonomy--affective domain). With respect to all majors on campus, it would be reasonable for students to perform at the application level in the cognitive domain and the valuing level in the affective domain. Copies of Bloom's and Krathwohl's taxonomies are attached for reference. Examples of general learning objectives might include:

(Knowledge) Identify the race, religion, ethnicity, gender, and class of individuals who are directly impacted by decisions related to the course material/major.

(Application) Explain the issues related to the course material/major involving race, religion, ethnicity, gender, and class.

(Responding) Justify the fairness of decisions related to outcomes of the course material/major which incorporate issues of race, religion, ethnicity, gender, and class.

**Cultural Diversity and the College of Pharmacy Curriculum
The University of Georgia**

Charge to Subcommittee of the Curriculum Committee of the College of Pharmacy:

1. Insure that cultural diversity is addressed in the revised mission statement of the College of Pharmacy. Goals and objectives that are derived from this mission statement will also be revised or developed for the clarification and implementation of the overall mission statement.
2. Assess current level of cultural diversity in the present curriculum. Define what will qualify as satisfying the cultural diversity requirement.
3. Determine what additional course content, methods, or materials could be added to the curriculum that would satisfy the requirement without adding additional hours for graduation.

A faculty survey was developed and implemented to assess these objectives Fall of 1997

Working Definition

Cultural diversity exists and may be studied in terms of race, ethnicity, gender, class, and culture; in addition, individual programs, departments, or colleges may include other cultural diversity issues based on the needs of graduates.

Background

The University requirement was passed by the University Council on 6/5/97. At that time each school or college was charged to develop a plan for insuring that this requirement is put into place according to what is appropriate for its students. Plans will demonstrate current and/or additional curricular paths to addressing Theme 3 of the UGA strategic plan.

The University will foster cultural diversity in its student body, faculty, and staff as well as sensitivity to cultural diversity in its programs, policies, and procedures. (This includes a specific goal to) expand multi cultural education by reflecting diversity and the roles of different ethnicities through curricula and programs. The curricular requirement may be completed by curricular or extracurricular experiences. Curricular paths and suggestions for implementation of this requirement is delineated in the Statement developed by faculty and students of the University Ad Hoc Committee on Cultural Diversity (Attachment I)

The College of Pharmacy assures adherence to the Diversity Requirement through infusion or integration of content on cultural diversity through appropriate courses within the pharmacy curriculum.

Infusion or integrating the content in cultural diversity can be accomplished by several mechanisms. These are some examples:

- A. Apply culturally accurate and appropriate educational competencies to courses by restructuring course syllabi and content;
- B. Change class dynamics through experiential experiences, in services, outreach projects, problem based learning, community volunteerism, service learning etc. in order to increase the student's personal knowledge about race, class, gender, and physical and mental ability etc;
- C. Incorporate textbooks, reading assignments, classroom discussion and/or debates, group assignments and recitations, role play, that address the issue;
- D. Conduct research projects, laboratory or skills projects pertaining to an issue in minority health, compare and contrast biological models, drug dosing, genetic markers as risk factors, etc.

Results of Faculty Survey

Number of Responses 21

Faculty responding: Doug Boudinot, Sally Boudinot, Paul Brooks, Henry Cobb, Joseph DiPiro, David W. Hawkins, Leon Longe, Alan Langford, Robert Lu, Matthew Perri, Sylvie Poirier, Peter Ruenitz, Linda Schramm, Laura Tambrallo, Will Taylor, Patricia Thomas, Flynn Warren, Catherine White, Bill Wade, and Lee Reese, and Gloria Nichols.

1. Course(s) listed by faculty that currently satisfies the diversity requirement:

PHM 301- Introduction to Pharmacy
 PHM-390- Pharmacy Intercommunications
 PHM-375- Pharmacy and the U.S. Health Care System
 PHM-412- Pharmacy Skills Lab III
 PHM-413- Pharmacy Skills Lab IV
 PHM-405- Principles of Medicinal Chemistry I
 PHM-490- Long Term Care
 PHM-511- History of Pharmacy and Medicine
 PHM-514- Problem Based Learning and Pharmacotherapy Course
 PHM-520- International Health Care Issues and U.S. Foreign Policy
 PHM-521- Special Topics: Elective: Cultural Diversity and Consumers of Health Care
 PHM-526- Pharmacokinetics I
 PHR-550- Physical Exam Course
 PHM-550- Community Based Pharmacy Outreach/Elective
 PHR-572- Clerkship-Geriatric Clerkship
 PHR-572- Clerkship in Allergy/ Immunology
 PHM-586 - Pharmacotherapy I and II
 First Year Experiential Program

2. What percentage of your current course (s) is allocated to cultural diversity?

Percentage range from 5% to 100%. Most courses reported allocating approximately 10% of total class time to diversity related content.

3. Please list the content, learning objectives or outcomes in your courses(s) that specifically relate to cultural diversity:

10 respondents stated that the course content and objectives needed to be developed more specifically to relate to cultural diversity.

Several listed content but not objectives. The following is a summary of the course content that faculty felt related specifically to cultural diversity:

4. Content, Learning Objectives or Outcomes that Specifically Relate to Cultural Diversity

- PHM 301 Using Terminology Others Can Understand
- PHM 375 Patient Care Issues in Medicaid and Medicare; Access and Health Care Utilization Patterns; The Impact of Poverty on Health; Epidemiology of diseases in the population of Georgia, Nation; Health Care System and the Elderly
- PHM 390 Counseling patients from diverse cultural backgrounds; exposes students to cultural, age, sex, physical diversities; students present health education programs to culturally diverse students in the Clarke County School System which is nearly 60% minorities.
- PHM405 Women's Health -Estrogen replacement therapy; androgen /antiandrogen therapy; antiestrogen therapy
- PHM 412 Both PHM 412 and 413 include diseases that affect different population groups,
- PHM 413 Demonstrates computer software for different languages, and counseling to diverse population groups.
- PHM 490 Long Term Care requires students to participate in two medication rounds, for about 2 ½ hours each, (total 5 hours). Students are exposed to geriatric patients of all races, gender, and mental ability. They also interact with health personnel of different gender, races and ages.
- PHM 526 Dosing considerations: Pediatrics/Geriatrics; Pregnancy/ Nursing Mothers; genetic variation in drug metabolism
- PHM 511 Religious, racial, geographic, ethnic and other social factors involved in medical and health issues .
- PHM 514 Presents case scenarios that require students to examine biological, clinical and psychological issues that cross class, gender, ethnic, and racial lines. Pharmacotherapy course also focuses specifically on diabetes, hypertension, hyperlipidemia, and include examination of gender, racial and social differences that impact pharmacotherapy decisions.

- Clinical Epidemiology- (elective course) pays attention to differences in age, race and gender with respect to diagnosis, prognosis, risk factors, and treatment.
- PHM 520 International health care issues and comparison of health status and Policy implications for health and pharmaceutical products.
- PHM521 Cultural Diversity and Consumers of Care (Undergraduate/Graduate elective) Strategies for improving communication, counseling, and compliance management skills. Emphasizes differences in health beliefs, values, and health care seeking behaviors. Discussion of factors that affect health status and general well being of minority groups, and how these factors impact on organizational barriers to access of basic health services and optimum patient outcomes.
- PHR 550 In the Physical exam class the students are made aware of some physical findings that are found in different racial groups.
- PHM 550 This course prepares students for involvement in community outreach through The development of patient education programs and patient care models to reach individuals in different community settings, from different ethnic backgrounds and with different health and pharmaceutical care needs.
- PHR 572 In Clerkships students work with various racial groups. The disease states are more likely to impact some groups differently.
- PHM 582 Self- Care and Nonprescription Drugs - Ethnic Use of OTC Products/ example Skin and Hair Care Products. Teaching Slides on Scalp/hair problems in Blacks; Skin Problems in Blacks and other Ethnic Groups. Content also applicable to several other disease states and self care products.
- PHM 586 Students learn the differences in pharmacokinetic characteristics in different populations. There are also different therapeutic agents of choice for specific populations.

First Year Experiential Program- Is not specifically designed to emphasize cultural diversity but it provides and promotes discussion concerning cultural diversity, including minority health issues. This program involves the participation of the entire first year class. It is an outreach program. Many of the community participants are indigent and a subset of these are Black The student learns by visiting these clients monthly for the duration of one academic year. Additionally many of the clients are over the age of 65 and some are hearing impaired or have some form of disability.

5. Please list the content, learning objectives, or outcomes in your course(s) that **broadly** relate to cultural diversity:

PHM 526- Specific Drug Regimen Design

PHM 586- Prescription modalities of choice for different populations

First Year Experiential Course- Students should become familiar with the concept of the client's quality of life.

6. In what ways could you infuse cultural diversity into your present course(s)?

PHM 526- Consider using minorities in case studies

Suspension Formulations specifically designed for different age populations.

Formulation design in terms of applicability and cost to different social economic groups and ages.

Focus on the formulation designs related to cultural diversity

PHM 511 and 520- Always try to bring out illustrations of how different population groups view an issue. Need to make a formal list of examples and put into course consistently.

Cultural diversity can be addressed in the pharmaceuticals lab case study assignments.

PHR 572- More concentrated focus on how diverse patient groups view drug treatments.

PHM 586- Expand on looking at the differences in pharmacokinetic characteristics and modalities of choice.

First Year Experiential Program- more discussions could be focused specifically towards cultural issues when discussing patient visits.

7. Would you be interested in the college sponsoring faculty development in cultural diversity as:

 2 1 hour seminar series

 2 2 hour workshop series

 1 full day faculty retreat

Thanks for your Cooperation

Curriculum Sub committee

Gloria J. Nichols, Catherine White, Robert Lu, Sylvie Poirier

**Survey of Faculty on Courses and Course Content to Satisfy
The University Of Georgia's Cultural Diversity Requirement**

Please complete this form by August 20 and return to:

Gloria J. Nichols, Ph.D.

Faculty Name _____

The subcommittee of the Curriculum Committee has developed a questionnaire to determine the current and future applications of cultural diversity in the pharmacy curriculum. Please complete the questions as comprehensively as possible.

Infusion or integrating the content in cultural diversity can be accomplished by several mechanisms. These are some examples:

- A. Apply culturally accurate and appropriate educational competencies to courses by restructuring course syllabi and content;
- B. Change class dynamics through experiential experiences, in services, outreach projects, problem based learning, community volunteerism, service learning etc. in order to increase the student's personal knowledge about race, class, gender, and physical and mental ability etc;
- C. Incorporate textbooks, reading assignments, classroom discussion and/or debates, group assignments and recitations, role play, that address the issue;
- D. Conduct research projects, laboratory or skills projects pertaining to an issue in minority health, compare and contrast biological models, drug dosing, genetic markers as risk factors, etc.

1. Please list the course(s) that you believe currently satisfies the diversity requirement:

**Survey of Faculty on Courses and Course Content to Satisfy
The University Of Georgia's Cultural Diversity Requirement**

2. What percentage of your current course (s) is allocated to cultural diversity?

3. Please list the content, learning objectives or outcomes in your courses(s) that specifically relate to cultural diversity:

4. Please list the content, learning objectives, or outcomes in your course(s) that broadly relate to cultural diversity:

5. In what ways could you infuse cultural diversity into your present course(s)?

6. Would you be interested in the college sponsoring faculty development in cultural diversity as:

_____ **1 hour seminar series**

_____ **2 hour workshop series**

_____ **full day faculty retreat**

Thanks for your Cooperation

Curriculum Sub committee

Gloria J. Nichols, Catherine White, Robert Lu, Sylvie Poirier

Bloom's Taxonomy--COGNITIVE Domain

<i>Descriptions of the Major Categories in the Cognitive Domain</i>	<i>Illustrative Verbs for Stating Specific Learning Objectives</i>
<p>Knowledge. Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.</p>	<p>Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states</p>
<p>Comprehension. Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.</p>	<p>Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes</p>
<p>Application. Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.</p>	<p>Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses</p>
<p>Analysis. Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.</p>	<p>Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides</p>
<p>Synthesis. Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operation (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.</p>	<p>Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes</p>
<p>Evaluation. Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.</p>	<p>Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports</p>

Adapted from Gronlund, NE. *Stating objectives for classroom instruction (3rd ed.)*, New York: Macmillan Publishing Co., 1985, pp. 36-41.

Krathwohl's Taxonomy--AFFECTIVE Domain

<i>Descriptions of the Major Categories in the Affective Domain</i>		<i>Illustrative Verbs for Stating Specific Learning Objectives</i>
<p>Receiving. Receiving refers to the student's willingness to attend to particular phenomena or stimuli (classroom activities, textbook, music, etc.). From a teaching standpoint, it is concerned with getting, holding, and directing the student's attention. Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.</p>		<p>Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses</p>
<p>Responding. Responding refers to active participation on the part of the student. At this level he or she not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under "interests"; that is, those that stress the seeking out and enjoyment of particular activities.</p>		<p>Answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes</p>
<p>Valuing. Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the more simple acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objects that are commonly classified under "attitudes" and "appreciation" would fall into this category.</p>		<p>Completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works</p>
<p>Organization. Organization is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his or her need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.</p>		<p>Adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes</p>
<p>Characterization by a Value or Value Complex. At this level of the affective domain the individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to have developed a characteristic "lifestyle." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.</p>		<p>Acts, discriminates, displays, influences, lists, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies</p>

Adapted from Gronlund, M.E. Stating objectives for classroom instruction (3rd ed.), New York: Macmillan Publishing Co., 1985, pp. 36-41.