



Jefferson
Philadelphia University +
Thomas Jefferson University

The Hallmarks Program for General Education

August 2017 University Faculty Meeting Update

Valerie Hanson, Katharine Jones, David Rogers and Tom Schrand

“Touchstone” courses in the Hallmarks Core



Local Community Based Citizenship

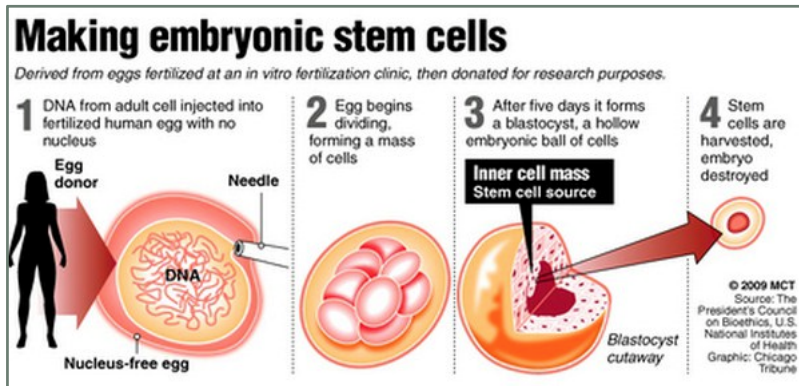


Contextual Understanding



Nosko and Széger
"Physician Communicated and Patient Centered Care"
"Social Studies"
Zhang, Hongqui

University Based Citizenship



“Students on campuses with a culture of activism and advocacy gain critical thinking, civic engagement and commitment to the larger group” (Barnhardt 2).

Collaboration



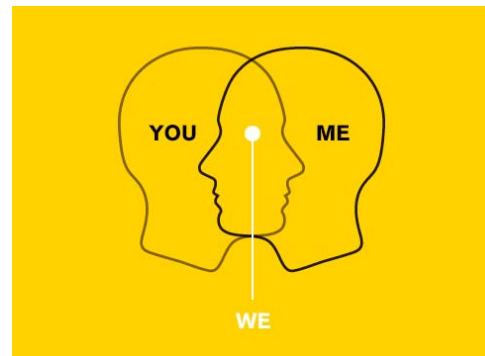
Barnhardt, Cassie
“Collaboration by Default”
“Embryonic Stem Cell Research”

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Empathy & Professional Citizenship

-effective therapists put themselves in other's shoes and develop meaningful relationships so that they can catalyze therapeutic change and improve clients' wellbeing



<https://open.buffer.com/empathy/>



<http://blogs.rochester.edu/feelinggood1/page/3/>



Initiative & Professional Citizenship

-effective therapists transform their knowledge into a real-world application that aims to solve their clients' problems and enhance the wellbeing of others



<https://www.amazon.com/Body-Keeps-Score-Healing-Trauma/dp/0143127748>

<http://www.barnesandnoble.com/w/the-body-keeps-the-score-instaread/1122854680?type=eBook>

Contextual Understanding & Professional Citizenship

-effective therapists ensure clear communication of their ideas by carefully selecting what they say and how they say it in order to prevent offending someone and undermining their wellbeing



<http://www.veteranstoday.com/2015/11/04/doctors-without-borders-accused-of-espionage-and-drug-smuggling/>



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Barriers for Women to Reproductive Healthcare

Reproductive care is essential to women's health. It is not only a means to practice safe sex, but also a means to live a healthy life. Reproductive healthcare providers educate women, provide preventive care through regular screenings and exams, and counsel on family planning and pregnancy. Unfortunately, for several reasons that will be addressed, access to this necessary care is often difficult to obtain. Many women in the United States encounter barriers to adequate reproductive healthcare due to a complicated relationship among class and politics, as well as complex race relations extending through history to the modern day.

Because of the deeply intertwined relationship between government policies and socioeconomic status, the two cannot be separated when addressing reproductive healthcare. Political healthcare policies, based often on moral ideologies, most negatively affect women in low-income households. To begin, reproductive healthcare is expensive, especially for those living at or near the poverty line. Often, policies put forth by politicians will cut funding that helps women with lower-incomes afford the care that they need. In a women's reproductive

lifetime, she will spend approximately fourteen thousand dollars on oral contraceptives alone.

Empathy: Artifact from t... v.1

This paper was written in the final class for the Hallmarks curriculum, Capstone Folio Workshop. The research done for this paper, which focused on barriers to access of reproductive care in the United States, has definitely impacted the type of healthcare provider that I will be in only two short years. For example, I learned about the history of eugenics in the United States and why it is related to the lack of trust between African Americans and healthcare providers. Now I know a potential reason that a woman might not trust me, and can be conscious of this in my future practice. Being sensitive to historical events that impact millions of women today is extremely important in earning a patient's trust, and earning a patient's trust is extremely important in providing adequate care. This paper required that I address the issue from many fronts, not just medicine. I had to address the issue as a future healthcare professional, but also as a liberal arts student, by evaluating the political and economic barriers to adequate healthcare. This paper made me see the world of healthcare through different eyes. The eyes of women from a different socioeconomic class than myself, women with a different race, women who are so very unlike myself in all

Level of Achievement	Artifact Identification	Self-Assessment of Learning	Understanding of Learning Goal	Integration and Application of Knowledge	Clarity of Communication
Advanced	The essay shows a sufficient and thoughtful understanding of the artifact's context and purpose.	The essay includes a thorough and detailed assessment of how well the artifact achieved the learning goal.	The essay provides a thoughtful analysis of how the artifact and its production affected the author's understanding of the Hallmarks learning goal.	The essay includes thoughtful and detailed analysis of how the artifact and the learning experience applies or connects to prior learning and/or future goals.	The essay's expression is clear, concise, and correct.
Proficient	The essay provides detailed information about the artifact and its context and purpose	The essay includes reasonably detailed assessment of how well the artifact met the learning goal.	The essay provides some insights into how the artifact and its production affected the author's understanding of the Hallmarks learning goal.	The essay includes some insights and proficient analysis of how the artifact and the learning experience applies or connects to prior learning and/or future goals.	Most of the essay's expression is clear, concise, and correct.

Hallmarks Program assessment: May 2017

CABE

- Kim Douglas
- Jeff Kansler

KCDEC

- Jack Suss
- Radika Bhaskar

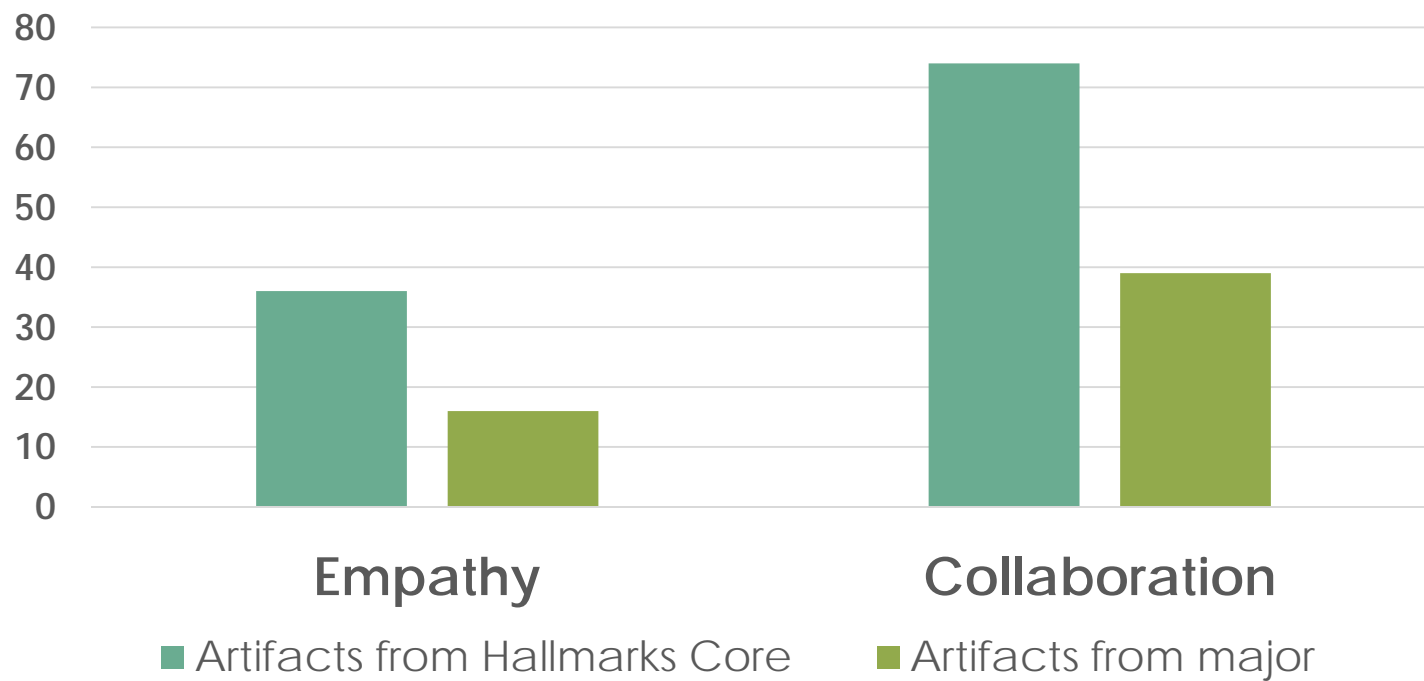
CSHLA

- Raju Parakkal
- Valerie Hanson

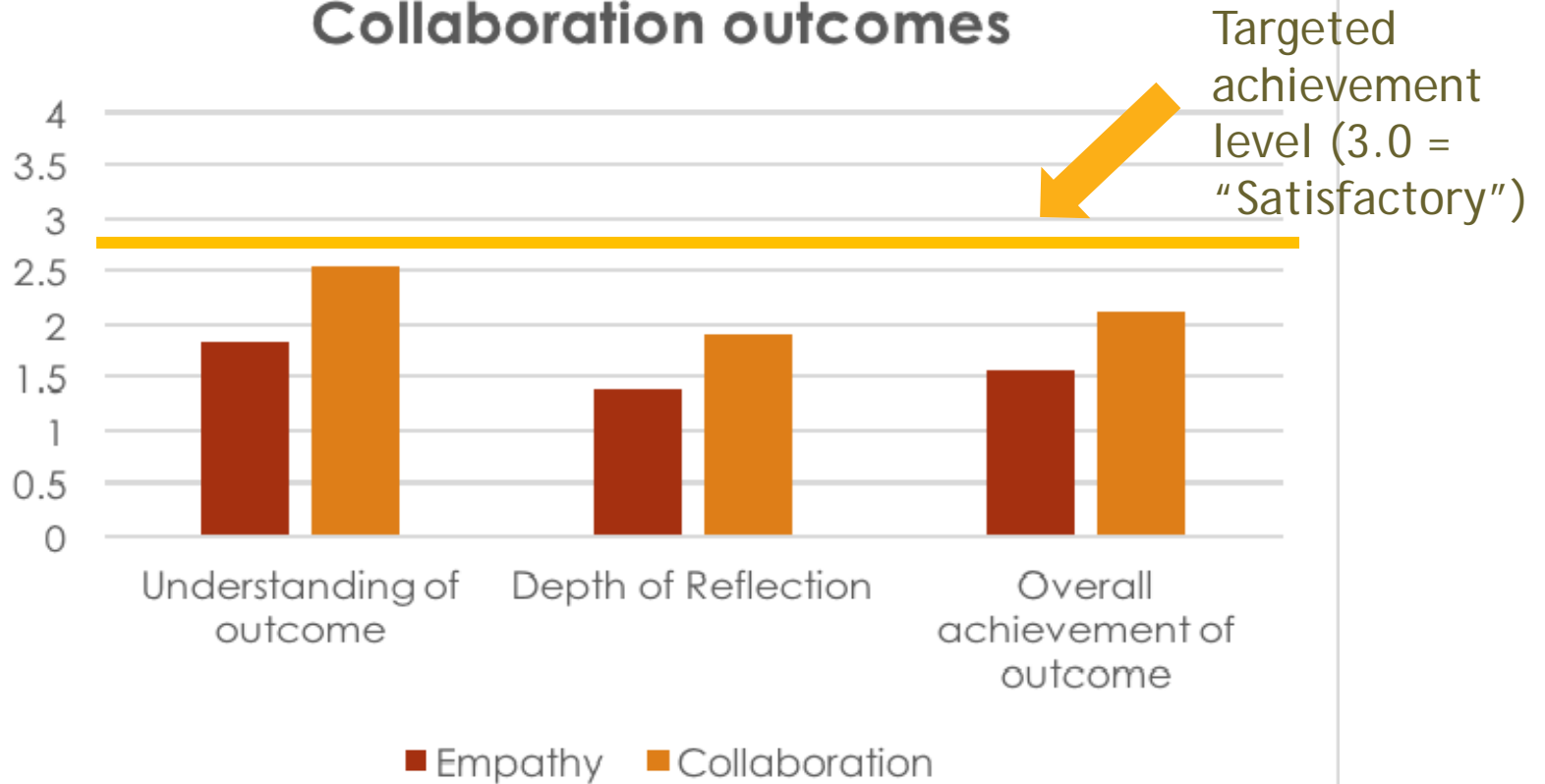
Hallmarks Program assessment: May 2017

- Reviewed 203 junior-level e-portfolios
- Learning goals assessed: Empathy and Collaboration
- 97% have artifacts (vs. 30% in freshmen year)
- 6.9 artifacts on average, up from 5.5 in sophomore year
- Average student had 4.6 artifacts from the Hallmarks Core, versus 2.3 artifacts from his/her major

% of students with artifacts for Empathy or Collaboration



Average scores for Empathy and Collaboration outcomes



“Closing the loop” with assessment results

Empathy:

- Work on distinction between empathy and pity/sympathy

Collaboration:

- More student training to avoid “divide and conquer” strategies for collaborative projects
- “Year of Collaboration” workshops across campus

Your help:

- Can you build reflective essays and artifact posting into the assignments in your Hallmarks-aligned course?

www.philau.edu/hallmarks