

Appalachian State University – Beaver College of Health Sciences
Undergraduate Health Care Management
Program Policies

Admission

The undergraduate Health Care Management (HCM) program has academic standards for admission and retention. To be admitted to the HCM program, students must meet the academic standards of Appalachian State University (“Appalachian”) and the Beaver College of Health Sciences. Students are also expected to abide by Appalachian’s Code of Student Conduct and Academic Integrity Code, and must comply with all applicable university and college policies and procedures. Failure to meet these standards may result in dismissal from the HCM program. The standards are more fully described on the program’s webpage online: <https://studentconduct.appstate.edu/>

Academic Policies and Academic Standards for Retention in the HCM Program

In order to meet our responsibilities to provide quality professional education and to ensure that our graduates are able to function in a broad variety of professional situations, the HCM program has set forth standards for students in the undergraduate program.

HCM students must maintain the academic standards for retention set forth by Appalachian State University, the Beaver College of Health Sciences, and the HCM Program. HCM students are expected to abide by Appalachian’s Code of Student Conduct and Academic Integrity Code. HCM students also must comply with the American College of Healthcare Executive’s Code of Ethics¹, and the following HCM standards: 1) Scholastic Performance; 2) Professionalism; 3) Ethical Behavior; 4) Interpersonal Relationships; and 5) Commitment to Diversity and Inclusion. Failure to meet the standards may result in dismissal from the program. The standards are delineated below; the expectations are illustrative, not exhaustive.

1. Scholastic Performance Standards.

- Maintain a minimum overall GPA of 2.0 or higher; and
- All courses with a grade of “F” or “U” must be repeated.

2. Professionalism Standards.

- Function within the structure of the University, College, and Department including:
- Abiding by established policies and processes;
- Meeting deadlines; providing documentation as requested;
- Completing required in-class and out-of-class assignments;
- Being prepared for and attending class;
- Appropriate attentiveness and use of electronic devices during class; and
- Communicating respectfully and appropriately with faculty, staff, fellow students and others.

¹ HCM students are engaged in an academic program that will prepare them for professional activity. Appalachian’s HCM program identifies with the core values of the American College of Healthcare Executives, including its Code of Ethics and professional standards. References to the ACHE Code of Ethics and other standards will be modified as appropriate to apply to HCM students who are not yet executives, but preparing to enter the profession.

3. Ethical Behavior Standards.

- Act in ways that will merit the trust, confidence, and respect of others;
- Lead lives that embody an exemplary system of values and ethics;
- Make decisions and take actions that reflect personal integrity and ethical leadership;
- Conduct activities with honesty, integrity, respect, fairness and good faith in a manner that will reflect well upon the healthcare management profession; and
- Maintain competence and proficiency in health care management by implementing a personal program of assessment and continuing professional education.

4. Interpersonal Relationships Standards.

- Interact with others, including peers, faculty, administrators, and community members, with integrity, cooperation, and respect, to build and maintain effective working relationships; and
- Demonstrate interpersonal skills that facilitate forming and sustaining effective helping relationships.

5. Commitment to Diversity and Inclusion.

- Foster an inclusive environment and recognize the contributions of all members;
- Encourage open dialogue to increase understanding, awareness, and improved decision making; and
- Demonstrate respect for all people.

Criminal Background Checks, Health Care Management

All students in the Beaver College of Health Sciences are required to obtain a criminal background check prior to enrollment in an internship experience

(<https://docs.google.com/document/d/1OoK0DgPDZeMGYO8k63kK5ctQ7hnu16n3tq3Mir8o6aU/edit?usp=sharing>). The College uses a contract organization to conduct the background checks, and drug screens if

required, and each intern is responsible for paying the associated fee. The results are posted in a secure environment; both the student and the university can view the results. During the semester prior to enrollment in internship (each spring semester in HCM 3800 for undergraduate Health Care Management students), students will receive three emails from Certiphi.com. The emails will contain instructions for ordering a background check. Additional background checks may be necessary for certain internship sites. Each internship site varies regarding its policy for accepting an intern with any convictions and the nature of those convictions. Thus, the ability for an intern to continue placement in a given facility will depend on the facility's current policy. If an intern is unable to be placed in a facility due to the findings of the background check, it will be their responsibility to locate another potential internship site.

Academic Performance Concerns

Students in the HCM program are first and foremost students of Appalachian State University. Therefore, they must adhere to the academic standards and performance standards set forth by the university for all

students. According to the Appalachian State University Code of Student Conduct and Academic Integrity², “When students enter the University, they assume obligations of performance and behavior relevant to the University’s mission, processes, and functions. These expectations of students in an academic community are higher than those expected of other citizens.” Violations of the performance standards set forth by the university, including violations of the Code of Academic Integrity, will be referred to the Office of Student Conduct. Please note that alleged harassment complaints must be handled according to university procedures. Further, students who fail to maintain the scholastic requirements of the university are subject to academic probation or dismissal as indicated in the Appalachian State University Undergraduate Bulletin: Academic Regulations. Nonetheless, additional review may also be undertaken by the Department of Nutrition and Health Care Management, following the policies and procedures outlined in this Handbook.

Because the HCM program is a professional program, HCM students must also adhere to the specific academic performance standards set forth by the Department of Nutrition and Health Care Management. The HCM Program’s academic performance standards and expectations of essential behaviors for each standard were developed to ensure clarity of expectations for behavior and achievement and to ensure that students from our program are well-suited for the professional demands, roles, and responsibilities. It is acknowledged that the development of competency in every area is progressive, beginning with a basic level of commitment, knowledge, understanding and skill and moving towards full professional competency in all areas by the time of graduation. Therefore, academic performance expectations will follow this developmental sequence, with increasing competency expected over time.

Student academic performance is monitored throughout the HCM Program. When concerns are noted in any of the areas outlined in the Academic Performance Standards for Retention, the Department will utilize the policies and procedures outlined in the following paragraphs.

The severity of the concern will influence the level of intervention and steps followed. When a concern is identified, the following steps are strongly recommended.

- 1) The faculty member and student should attempt to resolve concerns as soon as possible through open discussion of the issues. Possible solutions will be identified, implemented, and documented. Documentation may include e-mail summaries of meetings and/or the Academic Performance Form (Appendix A). The HCM Program Director and/or Department Chair may serve as resources to assist the student and the faculty member in resolving concerns.
- 2) If a satisfactory solution is not reached and/or if another issue arises following the meeting with the faculty member and student, the HCM Program Director should be contacted. The HCM Program Director may consult with the Department Chair. The faculty member and HCM Program Director may use a variety of documented methods including joint and individual meetings to assist in resolving the problems. Documentation may include e-mail summaries of meetings and/or the Academic Performance Form.
- 3) If agreeable solutions are not found, the problem is not remedied, or a new problem occurs following consultation with the HCM Program Director, the Department Chair should be notified. The course of

² http://studentconduct.appstate.edu/index.php?module=pagesmith&uop=view_page&id=4

action will be decided by the Department Chair in consultation with appropriate University and Department personnel. Possible actions may include but are not limited to the following items:

- a) Gather more information which may include contact with the student, faculty members, any involved agency, or others;
- b) Conduct a meeting to resolve issues;
- c) Develop a written performance contract;
- d) Conduct an Academic Performance Review (APR) (see Academic Performance Review Process and Form section below); or
- e) Suspend/dismiss the student without an APR.

Grievance Procedures

Students who are dissatisfied with decisions regarding course concerns, final course grades, Academic Performance Reviews, or termination from the HCM Program are expected to follow University-wide and Departmental grievance procedures as outlined below. Students must follow the procedure specific to their grievance.

Procedures for Course Concerns

Students may have concerns in a course that are not related to a final grade but may be related to grades on assignments in a course or other aspects of the course. When these concerns arise, students are expected to first address their concerns privately with the faculty member, in accordance with both University procedures³ and the HCM's Program's Academic Policies and Academic Standards for Retention in the HCM Program. If the concerns are not addressed to the student's satisfaction, then the student may address these concerns with the Department Chair.

On rare occasions, students may have significant concerns with addressing their instructor privately. On these rare occasions, the students may take their concerns directly to the Department Chair. They should not only outline their concerns with the course, but also their reasons for not approaching the faculty member as a first course of action. The Department Chair will determine whether to refer students back to the faculty member or to move forward in addressing their concerns at that point as appropriate in the Chair's judgment. Students may also contact the Office of Title IX Compliance³, the University Ombudsperson⁴, and will be assisted by these offices as appropriate. When a concern involves the Department Chair, students should first try to address the concern with the Department Chair in a similar manner. If the concern is not resolved successfully, then the student should contact the Dean's Office⁵ for assistance.

Grievance of Course Grades

³ <https://titleix.appstate.edu/>

⁴ <http://ombuds.appstate.edu/>

⁵ <https://academicaffairs.appstate.edu/resources/student-grievance-and-appeal-policies-and-procedures>

Please note that there are specific criteria taken into consideration when appealing a final grade. The following summary of information on grade appeals is taken from the Faculty Handbook⁶ (Section 6.12):

Any student considering a grade appeal should understand that each faculty member has the right and responsibility to determine grades according to any method chosen by the instructor that is professionally acceptable, communicated to everyone in the class, and applied to all students equally. A prejudiced, arbitrary, or capricious academic evaluation by an instructor, however, is a violation of the student's rights and is a valid ground for a final grade appeal.

Steps to take in final grade appeal:

Any student who contests a course final grade shall first attempt to resolve the matter with the instructor. The student must explain her or his position to the instructor and attempt to understand the instructor's reasons for assigning the grade. The purpose of the meeting is to reach a mutual understanding of the student's situation, the instructor's actions, and to resolve differences in an informal and cooperative manner. If the student fails to reach a satisfactory solution in consultation with the instructor, the student must present the appeal in writing, using the Grade Appeal form⁷, to the Department Chair in which the contested grade was awarded.

The student must file the written appeal with the Department Chair within 14 calendar days after consulting with the instructor. The statement must be specific and concise and limit itself to citations of evidence pertaining to valid grounds for the appeal. Through conferring with the student and the instructor, the Chair will seek resolution by agreement. The student must provide the Chair with a course syllabus and all available tangible materials related to the grade (e.g., exams and papers) as well as a list of any items used in the evaluation for which the student cannot provide documentation (e.g., unreturned exams, grades on class participation, attendance records).

If there is failure to reach an agreement through consultation with the Chair, the student may file the written appeal with the Grade Appeals Committee through the Office of the Dean of the college or school in which the grade was awarded. The student must file this written appeal within 30 calendar days after the beginning of classes in the next semester after the contested grade was awarded. When possible, the form must be signed and dated by both the instructor and the Department Chair, as well as the student. In accordance with the instructions on the form, the student must present with it the documentary evidence furnished to the department Chair and any other evidence relevant to the case.

The dean or the dean's designee serves as convener of the Grade Appeals Committee of the college or school. Each full committee consists of the convener (who presides over hearings), the Chair of the department in which the contested grade was assigned, three faculty, one undergraduate student, and one graduate student, all from the college or school which the committee serves. The Department Chair sits in a non-voting capacity, and the convener votes only in the case of a tie. The three faculty members, one alternate faculty member, and two students are appointed by the Dean from among volunteers for the assignment. A quorum for each

⁶ <http://facultyhandbook.appstate.edu/> This summary is printed here for the convenience of students. In the event of any discrepancy between this summary and the relevant provision(s) of the Faculty Handbook, the Faculty Handbook language shall govern.

⁷ https://academicaffairs.appstate.edu/sites/academicaffairs.appstate.edu/files/final_grade_appeal_enabled.pdf

committee shall consist of no fewer than one student and two faculty members, along with the convener.

The Grade Appeals Committee has authority to screen out frivolous or unsubstantiated appeals. The convener will explain any such finding in writing to the student, the faculty member, and the departmental chair.

If the committee grants a full hearing, the student will appear before it to present all evidence relevant to her or his case. The convener will also invite the instructor to appear and present any evidence in support of her or his grade decision. The committee may ask questions of either or both and will hold its deliberations in executive session after hearing the case. The Dean, the Department Chair, the instructor, and the student will receive prompt written notification of the committee's findings. **THE COMMITTEE'S DECISION IS BINDING.** If the committee supports the student's appeal, the instructor will be required to re-evaluate the student according to a specific method. The method of reevaluation will depend on the circumstances of the appeal. Re-evaluation will not be used in a punitive manner toward the student. The student has fourteen (14) calendar days to inform the instructor, departmental chair, and convener in writing whether she or he consents to the proposed method of re-evaluation (which must be completed within the semester of the finding). Should the student not consent to the proposed method of re-evaluation, the instructor, Chair, and committee will mutually agree on a method of recalculating the appealed grade. In either case, the resulting grade is final and may not be appealed.

Concerns Specific to Internship or Practicum.

In the event a student has a concern or concerns related to an internship experience or practicum, the following process should be followed:

1. First, contact your internship or practicum preceptor or supervisor to discuss the concern and attempt to resolve the concern.
2. If you believe that the concern(s) have not been adequately addressed, make an appointment to seek advice from your internship or practicum faculty advisor.
3. If you believe that the concern(s) have not been adequately addressed, make an appointment to seek advice from the HCM Program Director.
4. If you believe that the concern(s) have not been adequately addressed, make an appointment to seek advice from your Department Chair.
5. It is important to note that if an internship/practicum organization requests removal of a student from their facility, the HCM program will honor this request. The burden remains with the student to satisfactorily complete an internship or practicum per its course requirements.

If a student has a safety or health concern (including any concerns related to sexual misconduct or harassment), they should contact the faculty advisor or HCM Program Director immediately.

Grievance Procedures Related to Termination from the HCM Program.

Students who are dissatisfied with a decision regarding termination have the right to appeal the decision. Students should submit a written appeal (i.e., email is acceptable), detailing the reasons for the appeal, to the Chair of the Department of Nutrition and Health Care Management within 10 working days of receipt of the decision. The Department Chair will review the written materials and may interview the student. The chair will present a written decision within 10 working days of receipt of the appeal. Students who are dissatisfied with the Department Chair's decision have the right to appeal that decision to the Dean (or Dean's designee) in writing by email within 10 business days of receipt of that decision. The Dean's decision is final.

Academic Performance Review Process and Form

Initiating an Academic Performance Review

Any faculty member who has a specific and significant concern or pattern of concerns about an aspect of a student's performance may request to bring the concern before the Academic Performance Review (APR) Committee. A student who has a concern about another student may bring that concern to the HCM Program Director or Department Chair. Concerns must be presented in writing to the attention of the HCM Program Director or the Department Chair. If the HCM Program Director initiates an APR based on a concern with a student or there is another conflict of interest, another faculty member will be designated as chair of the APR committee by the Department Chair.

Composition of the Academic Performance Review Committee

The APR Committee will consist of a minimum of three faculty members, typically the APR Chair, the faculty member bringing forward the concerns, and at least one additional faculty member appointed by the APR Chair. The HCM Program Director will serve as the Chair of the APR Committee unless another Chair is needed as outlined in the previous section. In this case, the Department Chair will select an alternate Chair of the APR.

Responsibilities and Roles

The **student** will be informed of the concerns and of the APR. He or she has the right to participate in the APR and speak on his or her own behalf. The student may invite witness(es) and/or an observer to the APR as outlined below. The student also has the right to respond to the process and/or outcome of the APR as detailed in the grievance procedures.

The **APR Chair** shall see that all necessary information is compiled and available for the APR committee's use in deliberations. The APR Chair is also responsible for appointing any additional APR committee members, convening the committee, informing the student in writing that an APR has been initiated and the brief reasons for the review, recording and taking notes in the APR meeting, communicating information to the student before and during the APR, ensuring that the meeting is focused on the identified concern(s) and academic performance of the student, and providing a written recommendation of the APR committee to the Department Chair.

The **faculty member bringing forward the concerns** is viewed as the person most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the problem under review.

The **APR Committee Members** will review all information, listen and ask questions during the proceedings, and engage in deliberations to determine the recommendations(s) that will be made to the Department Chair.

The **Department Chair** will be present during the fact-finding component of the APR and for the APR committee's deliberations to observe and to hear first-hand the presentations and discussions. The Department Chair may also ask questions and participate in discussions. The Department Chair shall not be present when the APR committee prepares its recommendation(s). After receiving the written recommendation(s) from the APR Chair, the Department Chair is responsible for making a final decision. The Department Chair will then notify the student and APR Committee in writing of the outcome of the APR. In the event that the Department Chair cannot serve in an APR an alternate will be selected.

Witness(es) may be invited by the student or the APR Chair. They must have significant knowledge of the problem or of the student's academic performance. They are not present in the APR except when called. Witnesses may be questioned by the student and the APR Committee, but witnesses do not typically ask questions of the APR Committee or of the student. An attorney cannot serve as a witness. An individual cannot serve as both a witness and an observer.

An **Observer** may be invited by the student and he or she is present to observe only. A student may only bring one observer. An observer does not provide evidence and does not ask or answer questions. An attorney cannot be an observer. An individual cannot serve as both an observer and a witness.

Student Privacy and Confidentiality

Consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, documentation of information disclosed during student meetings with faculty, program directors, or school administrators will be kept confidential. Faculty, program directors and/or preceptors/internship supervisors may share pertinent information, consistent with FERPA, for the professional purpose of identifying student issues and enhancing problem solving about the concerns as they relate to expected Academic Performance Standards. Should the student invite an observer or witness, the student will be deemed to have provided permission for that individual to be privy to the information discussed in the APR. The APR documentation will be kept in the Department of NHM.

Procedures and Process

The **first step** in the process is for the APR Chair to schedule the APR. An APR meeting should be scheduled as soon as possible following the emergence of a concern or complaint, and the APR Chair shall notify the student, the faculty member bringing forward the concerns, the APR committee members, and the Department Chair of the meeting time and place, those who will attend, as well as the nature of the concern(s) to be considered. The APR Chair will attempt to accommodate attendees' schedules.

Attendance at the APR meeting will be governed as follows:

1. The student whose performance will be reviewed is invited to participate in the APR meeting. However, if the student has been contacted but refuses to or does not attend, the APR will be conducted in his or her absence. Prior to the meeting date, the student is responsible for contacting the APR Chair in writing within two business days of the notice to confirm his or her intent to attend

the meeting. The student participates in the meeting until the point at which the committee begins its deliberations.

2. The student may invite any person other than an attorney to attend the APR meeting as an observer or witness. It is the student's responsibility to notify the APR Chair in writing that an observer or witness will attend at least two business days prior to the scheduled meeting. The names and relationships of the observers and witnesses will be provided by the student to the APR Chair.
3. The APR Chair may invite additional administrative personnel from within the institution, as appropriate.
4. If the size of the group becomes unwieldy or the APR must occur within an immediate time frame, the APR chair has the authority to limit the number of people who will attend the APR meeting.

In all cases, the following procedures for the APR will be adhered to:

1. The student shall be advised of the time and place of the review and who will attend.
2. The student shall be advised of the nature of the academic performance concern(s).
3. The student shall be advised of the following rights:
 - a. The right to present his or her case.
 - b. The right to be accompanied by an observer, but not an attorney.
 - c. The right to call witnesses in his or her behalf, but not an attorney.
 - d. The right to question other witnesses.
 - e. The student shall be advised of the APR process and the method of response and appeal.

Once an APR is convened, the **second step** is to conduct the review. The agenda for the APR meeting will include the following:

1. *Fact finding component.* All APR committee members, the student, and the Department Chair shall participate in this component.
 - a. The APR meeting will be convened by the APR Chair.
 - b. The faculty member bringing forward the concerns will present the facts leading to the APR.
 - c. The student or others may present additional facts or clarify facts related to the review.
 - d. Witnesses, if any, will be questioned.
 - e. The APR Chair will summarize the discussion.
 - f. The student or others may offer corrections or additions to the summary.
2. *Deliberation.* After the student and any witnesses and/or observers are dismissed, the APR members, including the APR Chair, the faculty members appointed by the APR Chair, and the Department Chair shall participate in this portion of the meeting. The APR members may utilize materials produced for

the APR, contents of the APR meeting, and any other relevant information in their review and discussion.

3. Preparation of Recommendations. The APR committee members shall jointly develop their recommendation(s). The Department Chair shall not be present during the development of the recommendations. The APR Chair shall compile the jointly developed recommendation(s) to be utilized in the third step below.

The **third step** is for the APR Chair to write and submit the recommendation of the APR Committee to the Department Chair as soon as possible following the APR and deliberations.

The **fourth step** is for the Department Chair to review the recommendations and to consult with other administrators, University officials, or APR Committee members as needed. The Department Chair will make the final decision and the student and APR Committee will be notified in writing of this decision within ten (10) business days of the APR. This period may be extended in extenuating circumstances. A copy of the e-mail/letter outlining the Department Chair's decision will be kept in the Department of Nutrition and Health Care Management.

Possible Outcomes of a Performance Review

The following are some possible outcomes of an APR, applied as appropriate to the severity of the issue. This list is illustrative and not exhaustive.

- A written performance plan may be established. In such a case, the plan may require the following:
 - Additional coursework;
 - Completion of training relevant to the issue;
 - Mutually agreed upon counseling; and/or
 - Other activities as warranted.
- A departmental probationary period during which specified criteria must be met.
- Delayed entry into the Capstone course (HCM 4950) or internship/practicum based on specified criteria being met.
- Suspension from the HCM program. If the decision is to suspend the student, specific reasons for the suspension should be identified and specific criteria for reinstatement must be met.
- Termination from the HCM program.

Grievance Procedures for Academic Performance Review Decisions

Students who are dissatisfied with an APR decision have the right to appeal the Department Chair's decision to the Dean (or Dean's designee) in writing (including by email) within 10 business days of receipt of that decision. The Dean's decision is final.

APPENDIX A: ACADEMIC PERFORMANCE FORM

Date: _____ Student name: _____

Faculty member or agency representative: _____

An Academic Standards Concerns Form is completed by a faculty member or agency representative when there are concerns about a student's performance. They will discuss the concerns and review the form with the student, except under unusual circumstances. A copy of the Academic Standards Concerns Form will be kept in the Department of Nutrition and Health Care Management in the student's file.

Signify areas of concern and provide a short narrative that further elaborates concerns. Include the class or context in which the behaviors occur.

Areas of Concern	Level of Concern (1=mild, 2=moderate, 3=serious)	Is it resolved?
1. Scholastic Performance Standards		
Exhibits difficulty in demonstrating scholastic performance standards as developmentally appropriate (e.g., GPA, grades, course repeats, KRDNs)	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please Describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Professionalism Standards		
Is frequently absent, tardy, or leaves early	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Turns in incomplete or late assignments; is frequently unprepared for class, service learning, or field; does not meet deadlines	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Sleeps through class, service learning, or field experiences	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please Describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
3. Ethical Behavior Standards		

Plagiarizes an assignment, exam, or other activity	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Cheats on an assignment, exam, or other activity	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates dishonesty	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does not demonstrate accountability	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does not demonstrate applicable characteristics of Appalachian's Code of Student Conduct, Academic Integrity Code, the American College of Healthcare Executive's Code of Ethics	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please Describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
4. Interpersonal Relationships Standards		
Demonstrates disrespect, disruptive behavior, or lack of cooperation in interactions with instructor, students, or others in the classroom, Department of NHM, or other settings	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Demonstrates acts of bullying and/or cyber bullying	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does not demonstrate skills that facilitate effective helping relationships	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other. Please Describe:	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>
5. Commitment to Diversity and Inclusion		
Is disrespectful in discussing sensitive issues, such as diversity; is insensitive to the feelings or needs of others	1 2 3	Yes <input type="checkbox"/> No <input type="checkbox"/>

