

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number PHP 308 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

This request is to add PHP308, Global Health Care, to the Cultural Literacy Menu.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

A = Approve I = Information Item R = Respond in Writing

	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
	9/6/2022
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	PHP/NURS 308
Terms offered:	Summer
Catalog description:	A study of healthcare delivery systems, quality of healthcare, and the impact of socioeconomic factors and culture on the delivery of healthcare through readings, discussion and interviews. Field experience will be gained through service-learning activities and observation within the local medical community.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	

Other general education menus on which the course appears or you are applying for:	
--	--

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

Each of us interact with medical care systems throughout our lives. This course focuses on “ A study of healthcare delivery systems, quality of healthcare, and the impact of socioeconomic factors and culture on the delivery of healthcare through readings, discussion and interviews.” Students are challenged to understand the cultural assumptions and values as well as historical events that led to creation of healthcare systems worldwide and “courageously interrogate their own internal processes about diversity and equity” evident in the various methods of healthcare delivery. In addition to time spent in study and discussion, students interact with healthcare professionals in hospitals and clinics where they learn about the impact of policy from those directly providing care. They reflect on their own assumptions through class assignments and are encouraged to make intentional decisions about appropriate shifts in viewpoint based on the understanding gained through the course experiences. The course is usually taught on a study abroad campus where students learn about “global, historical, and cultural experiences” of a population in a country outside of the United States, however it may also be taught at the Abilene campus with clinical observations arranged in hospitals and clinics that serve diverse populations that may include refugees and first generation immigrants. Faculty experience is that students are deeply impacted by the course and do consider “internal and external views and values” that leads to “greater self-awareness.”

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

There are no prerequisites for this course.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of

cultural identity that are most important to a person or persons of a different cultural perspective.

- Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
 - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
 - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	I. Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.

	II. Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
Outcome B2	III. Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
Outcome B3	IV. Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	I. Before the class begins, read the book "The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures" by Anne Fadiman and complete the required reading guide. See the grading rubric for information on how the guide will be assessed. (Follow this link to the reading guide: https://docs.google.com/document/d/1AX-fUS4BqBMEcz8Qhh6qG22MlfAyyo_z/edit?usp=sharing&oid=108639249802079887333&rtpof=true&sd=true) II. An overarching goal of the course is to expose students to intercultural interactions in a medical setting. In addition to reading and class activities and discussions that address this topic, this is done through required healthcare observation activities in either an international setting or in

	setting in the United States where the patient population is demographically distinct from the majority of the ACU student population. (For example, at one of our study abroad campus settings or a US setting might be a clinic or hospital that serves refugee populations or a clinic or hospital that serves a population that is primarily Spanish speaking.) Students submit regular reflections on their experiences in the shadowing setting. At the end of the course there is a formative final exam (questions provided before the final exam time) which allows a summative assessment of their cultural experiences and growth. The final includes these questions (adjusted for location): There are three final essays in this assignment: (1) Your group designed a healthcare system that you (together) believe will provide the best possible care. What would you expect to be the biggest challenges if our population voted to move the US toward the system you've envisioned? List three major challenges you envision and explain the cultural basis of these challenges. You should write at least one long paragraph on each major challenge. (2) The book <i>The Spirit Catches You and You Fall Down</i> focused our attention on the challenges of intercultural communication. Respond to these two questions in two paragraphs: - What steps can you take over the next year to expand your cultural competency? Explain the steps and potential outcomes. - When in a position of leadership, how should you respond when you believe that another's cultural beliefs are harmful or morally wrong? (The doctors in the book were in exactly this situation!) (3) Write a 250-word reflection about what you have learned about yourself and how you have been changed by your experiences in (Leipzig, Germany and Europe). Think about what you've learned about life that you don't want to forget after you leave. What adjustments will you plan to make in your life or lifestyle in response to what you have learned?
Outcome B2	III. Another major focus of the course is the cultural impact on the organization and provision of healthcare. At the beginning of the course students read the book "The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care" by T.R. Reid. This book describes an individual patient's experiences in multiple healthcare systems as a device to explain the impact not only different systems of healthcare organization, but also the impact of culture and history on the development of those systems. Technology is a key player in all modern healthcare and as

	technology advances, healthcare provision and organization also change and more ethical dilemmas arise. After studying the various healthcare systems, students design their own “ideal” healthcare system in groups. See this link to the prompt for the assignment: https://docs.google.com/document/d/1yl_XtTzkJLeWpkrdFEuWA9CKeSYgh_pn/edit?usp=sharing&ouid=108639249802079887333&rtpof=true&sd=true
Outcome B3	V. a. In preparation for this course, read the book: “The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures” by Anne Fadiman. Write a response to the prompt assigned to your reading group and prepare questions to lead a class discussion on your assigned topic. Your book response should be written in essay format and should include the following: 20 pts (1) A brief summary of the book, including main points related to culture and the practice of medicine. 60 pts (2) Responses to the assigned questions for your group. (see list of questions in section B1) 20 pts (3) Your paper should be well organized, be free of grammatical mistakes, and clearly communicate with an audience that has not read your book! The length of your essay should be 1000-1500 words. This is NOT intended to be a research paper, but rather a personal response to your reading, but you may find it helpful to do a little reading on your topic to inform your response. If you do use other sources, they should be cited. b. Students view the PBS special Critical Care: America vs the World. (https://www.pbs.org/video/critical-care-america-vs-the-world-f0cwgk/) which highlights the inequity in healthcare provision in the US due to our system which favors those who have more resources and are in higher income groups. Discussion follows!

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

GLOBAL HEALTHCARE PHP308

3 credit hours, 7 week session

Location: As arranged

Time: M, W 9-10:20 AM formal class time, Clinical T,Th various

Instructor:

Cynthia B. Powell, Ph.D.
Professor of Chemistry
Executive Director, ACU Center for Prehealth Professions
Pre-medical Adviser

Email: powellc@acu.edu
Office: HAL-324, 674-2864
Cell: 325-370-1353

Office hours:

Office hours will be determined after the student observation and service activity schedule is set. Since much of the course is experiential, students will have many hours of interaction with the instructor.

Purpose:

The course will introduce students to healthcare systems and healthcare delivery. It will emphasize cultural sensitivity and introduce themes of Christian servant-leadership in healthcare.

Course Description:

A study of healthcare delivery systems, quality of healthcare, and the impact of socioeconomic factors and culture on the delivery of healthcare through readings, discussion and interviews. Field experience will be gained through service-learning activities and observation within the local medical community.

Texts:

Main Textbook #1: *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*, T.R. Reid, New York, The Penguin Press, 2009.
ISBN-13: 978-0143118213

Required reading: *The Spirit Catches You And You Fall Down: A Hmong Child, Her American Doctors, And The Collision Of Two Cultures*, Anne Fadiman, New York :
Noonday Press, 1998.
ISBN-13: 9780374533403

Supplemental reading: selections provided from *Pathologies of Power: Health, Human Rights, and the New War on the Poor*, Paul Farmer, Berkley and Los Angeles, California, University of California Press, 2005. ISBN-13: 978-0520243262

Additional resource: selections provided from *Reimagining Global Health: An Introduction*, Paul Farmer, Jim Yong Kim, Arthur Klienman, Matthew Basilico, Berkley and Los Angeles, California, University of California Press, 2013. ISBN-13: 978-0520271999

Class format:

Class time will be divided between classroom lectures/activities/discussion and participation in service-learning projects as well as observation of medical professionals in the local area. Written assignments will be completed and submitted electronically through the Canvas learning management system. We will learn together as a community and each member of the community's participation is vital to the progress of thought and understanding. You are expected to prepare for class by completing reading assignments and responses to the reading assignments before each class session.

Course Competencies:

The course objectives are correlated with the primary topics of the course content.

- (1) Students will be able to describe the importance of public health and public health policies.
- (2) Students will understand the major determinants of health worldwide.
- (3) Students will have an understanding of and be able to describe major worldwide health issues and the current international community response to these issues.
- (4) Students will be able to describe the organization and delivery of medical care within the United States.
- (5) Students will understand and be able to compare and contrast common systems of healthcare delivery in countries throughout the world.
- (6) Students will be able to describe aspects of the impact of cultural beliefs and politics on the delivery of medical care as well as the impact of poverty on delivery of and availability of medical care and the ways these factors shape international response to worldwide health issues.
- (7) Students will be able to describe research pertaining to characteristics of effective medical mission programs and effective interventions in global healthcare crises.
- (8) Students will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective.

Grading Criteria:

Your average will be calculated in the following way:

- 50%** Individual Assignments
- 20%** Group Assignments
- 15%** Reading Quizzes
- 15%** Final exam, essay responses

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
below 60%	F

Attendance and Participation Policies:

Punctual daily attendance is essential and is expected for success in this course. Participation in planned group activities including chapel meetings and Sunday worship services is expected. Completion of all evaluation criteria is required. No late work will be accepted. Please inform your instructor if there are any medical or personal concerns that may affect your ability to complete coursework or participate in all activities.

Students are expected to have a positive attitude, to respect their fellow students and instructors and to accept the decisions of those responsible for the coursework and shadowing and service experiences. Respectful language, modest dress and polite behavior are expected. Academic honesty is the expected behavior. Please refer to the ACU's website for the university's full explanation of the consequences of violation of academic integrity.

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodation in cooperation with instructors. In order to receive accommodations, students must be registered with Alpha Scholars Program and must complete a specific request for each class in which accommodations are needed. Any student who has a documented disability and wishes to discuss academic accommodations is invited to call the Alpha office directly at (325) 674-2667

Course Calendar (The instructor reserves the right to modify this calendar as necessary. All “pre-reading” should be completed before coming to class each day. Details of all assignments including due dates, grading rubrics, and method of presentation or submission will be posted in Canvas.)

I. Class Day 1, May 20th

Competency 1: Students will be able to describe the importance of public health and public health policies.

- A. Introduction to Public Health and Global Health
- B. Continue to work on your reading guide and response essay for The Spirit Catches You and You Fall Down which are both due on May 31st!
- C. In-class Public Health Brainstorm Activity
- D. Public Health Issues Video

II. Class Day 2, May 23rd

Competency 2: Students will understand the major determinants of health worldwide.

Competency 8: Students will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective

- A. Continue to work on your reading guide and response essay for The Spirit Catches You and You Fall Down which are both due on May 31st!
- B. Before class, explore the CDC site (link in Canvas), in-class open notes quiz
- C. In-class case study discussion

III. Class Day 3, May 25th

Competency 3: Students will have an understanding of and be able to describe major worldwide health issues and the current international community response to these issues.

- A. Continue to work on your reading guide and response essay for The Spirit Catches You and You Fall Down which are both due on May 31st!
- B. Complete Global Health “case study” on organized response to Global Health Issues as assigned in Canvas before coming to class
- C. Intro to Global Health and Global Health Issues
- D. Global Health Triumphs and Challenges In-class assignment
- E. Countries Dealing with the Pandemic Video

IV. Class Day 4, May 30th

Competency 4: Students will be able to describe the organization and delivery of medical care in the United States.

- A. History of the US Healthcare System
 - 1. Before class read: History of US Healthcare
 - 2. Managed Care PPT, part one
- B. College Graduate Budget and Healthcare Planning in-class activity
 - 1. Work in assigned groups to create budget for assigned city
 - 2. Quick class presentation of budget/living expenses
 - 3. After class: Reflection, Would you buy insurance?
- C. Financial Divide Video (may be moved to another less crowded day!)

V. Class Day 5, June 1

Competency 4: Students will be able to describe the organization and delivery of medical care in the United States.

Competency 8: Students will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective

- A. Before class, Nazi Medical Experiments Reflection
- B. Major Healthcare Systems: US Healthcare System
 - 1. Video on US Healthcare System
 - 2. Group Quiz (grade!)
 - 3. Class discussion about US Healthcare system
 - 4. Ezekiel Emmanuel Interview Video

VI. Class Day 6, June 6

Whittenburg trip during the day....GHC will meet in the evening!

- A. Viewing of the movie *The Lives of Others*
- B. US Healthcare Prep Worksheet (Summary of big programs!)
- C. Health and Wealth healthcare infographic, response to infographic

VII. Class Day 7, June 8th

Competency 5: Students will understand and be able to compare and contrast common systems of healthcare delivery in countries throughout the world.

Competency 8: Students will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective

- A. Before class read: *The Healing of America*, Ch 1-3
- B. In-class reading quiz
- C. Critical Care Video (56 min)
- D. WHO Orientation Assignment

VIII. Class Day 8, June 13th

Competency 5: Students will understand and be able to compare and contrast common systems of healthcare delivery in countries throughout the world.

Competency 8: Students will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective

- A. Before class: read *The Healing of America* Ch 4-6
- B. In-class reading quiz
- C. Bismark Model Country Comparisons (in-class assignment)
- D. An American Sickness Video?

IX. Class Day 9, June 15th

Competency 5: Students will understand and be able to compare and contrast common systems of healthcare delivery in countries throughout the world.

Competency 8: Students will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective

- A. Before class: *The Healing of America*, Ch 7-9
- B. In-class reading quiz
- C. Beveridge, National Health Insurance and Out-of-Pocket Discussion
- D. Public Health Video (20 min)
- E. What is happening in? Activity

X. Class Day 10, June 17th

Competency 5: Students will understand and be able to compare and contrast common systems of healthcare delivery in countries throughout the world.

Competency 8: Students will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective.

- A. Before class: *The Healing of America*, Ch 10-13, The Iron Triangle, American Sickness video
- B. In-class reading quiz
- C. Healthcare System Assignment!

XI. Class Day 11, June 20th

Competency 6: Students will be able to describe aspects of the impact of cultural beliefs and politics on the delivery of medical care as well as the impact of poverty on the delivery of and availability of medical care and the ways these factors shape international response to worldwide health issues.

- A. Major Healthcare Systems: Economic and Political Challenges
 - 1. Before class: *The Healing of America*, Appendix
 - 2. Trust in Science Article
 - 3. Public Health Video Introduction
 - 4. Class discussion
- B. Hmong Culture video, Group #1 Student-led discussion
- C. Financial Divide in Healthcare

XII. Class Day 12, June 22nd

Competency 6: Students will be able to describe aspects of the impact of cultural beliefs and politics on the delivery of medical care as well as the impact of poverty on the delivery of and availability of medical care and the ways these factors shape international response to worldwide health issues.

Competency 8: Students will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective

- A. Before class: posted excerpt from *Pathologies of Power*, reflection on reading
- B. Group #2 student-led discussion

XIII. Class Day 13, June 27th

Competency 7: Students will be able to describe the research pertaining to characteristics of effective medical mission programs and effective global health crises.

Competency 8: Students will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective

- A. Best Practices
 - 1. Before class: *Best Practices in Medical Missions*, AAMC guidelines
 - 2. In-class reading quiz
- B. Group #3 student-led discussion

XIV. Class Day 14, June 29th

Competency 7: Students will be able to describe the research pertaining to characteristics of effective medical mission programs and effective global health crises.

Competency 8: Students will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective

- A. Best Practices
 - 1. Before class: *Friesen Article, Is America Ready?*
 - 2. In-class reading quiz
 - 3. Discussion
- B. Group #4 and #5 student-led discussion

XV. Class Day 15, June 30th

Competency 8: Students will be able to examine their own assumptions about healthcare, the impact of culture and poverty on the delivery of healthcare, and begin to consider an appropriate response to worldwide health issues from a Christian perspective

FINAL EXAM: Bring your laptop computer to class.

The final exam will be an essay response to prompts related to the materials we've discussed during the semester. Responses to these prompts will be graded on thoughtfulness and thoroughness, not on whether the opinions expressed in them align with the opinions of the instructors!