

Application for a New Course v9

Course ID <i>Subject and Number</i>	BIOL/CHEM/COMP 308
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Cynthia Powell
2	Course Teacher	Cynthia Powell, Diana Flanagan, Lynette Austin
3	Course Title	Global Healthcare
4	Course Abbreviation (if title is over 30 characters)	
5	College	CAS or CEHS
6	Department	Chemistry and Biochemistry / Biology/Communication Sciences and Disorders
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	N/A
11	Maximum number of hours credit	3
12	Explanation for variable credit	N/A
13a	Course contact hours - LEC	20
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours – Field Experience	45
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours – Other (specify)	0
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ X Standard Credit/No Credit (undergrad only)
16	Maximum Enrollment	24
17	Catalog Description (50 words or less)	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 a medical community.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Sophomore standing.
19	List any co-requisites	Participation in required shadowing, observation, and service components.
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	Yes. CHEM 308, BIOL 308, COMP 308.
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	
22	How often will it be offered? Fall	N/A
23a	How often will it be offered? Spring	N/A
23b	How often will it be offered? Summer	At least every other summer, even years. If demand is high, every summer.
23c	How often will it be offered? Fall	N/A
24	Frequency?	Every other year.
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Summer 2016
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	N/A
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	No.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes. CHEM340 Summer 2010, enrollment 13 CHEM340 Summer 2012, enrollment 13
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Will not affect degree requirements
2	Justification State the justification for adding this course to the current curriculum. Represent the need	There are a large number of pre-health professions students in the ACU student body and many are very interested in serving underserved populations through medical careers and/or in doing domestic or foreign mission work. This course provides the opportunity to explore important cultural, economic, and political issues related to delivery of healthcare and will provide a platform for helping ACU pre-health professions students and other interested students plan to become better stewards of their talents and careers. Most courses required for pre-health professions students are chemistry/biology courses that focus exclusively on the dense science material and leave little time for discussion of practical aspects of a career in science through medicine. This course would allow time for discussion of purposeful practice of science through medicine in a diverse world.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Primarily intended for pre-health professions students: pre-medical and pre-dental, but also pre-nursing, pre-PT, pre-OT, pre-pharmacy, pre-speech pathology, though students from all majors may enroll in this course.
2	State the overarching course goal(s) in performance terms.	The goal of the course is to introduce undergraduate pre-health professions students to healthcare systems and healthcare delivery. It will emphasize cultural sensitivity and introduce themes of Christian servant-leadership in healthcare.

2. Competencies and Measurements

	Competency	Measurement
1	Students will be able to describe the organization and delivery of medical care within the United States.	Individual project on aspect of the US healthcare system. (PowerPoint and oral presentation) Written responses to reading and class

		discussion answering the prompt "Compare and contrast US healthcare system with one of the other common healthcare delivery systems."
2	Students will understand and be able to describe the education and training of medical professionals and medical research process and funding in the United States and other countries studied.	Written responses that compare and contrast the education of health care providers in other countries to that in the US, based on visits to local education facilities and interviews with current students in US and research on education in other cultures. Assessment of preparation to lead a class discussion on a chosen case study highlighting research in public health. (Assessment based on written critique of case study and prepared questions.)
3	Students will understand and be able to compare and contrast common systems of healthcare delivery in countries throughout the world.	Written responses to reading and class discussion answering the prompt "Compare and contrast US healthcare system with one of the other common healthcare delivery systems."
4	Students will have an understanding of and be able to describe major worldwide health issues and the current international community response to these issues.	Written and verbal analysis of World Health Organization data on diseases. Class presentation on one assigned major healthcare issue and current attempts to serve the affected populations.
5	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.	Written responses and group discussions centering on the causes and effects of poverty as well as analysis of approaches to aiding poverty-stricken individuals and countries. Written reflections on experiences of cultural impact on local delivery of health care.
6	Students will be able to describe research pertaining to characteristics of effective medical mission programs and effective interventions in global healthcare crises.	Written responses to readings on servant-leadership and participation in service learning activities. Written critique of a book from a provided bibliography of relevant books.
7	Student 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 issue from a Christian perspective.	Final essay written to summarize the lasting effect of the course experience and how students anticipate that it will impact future decisions
8		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Main Textbook #1: *Global Health Care: Issues and Policies, 2nd edition*, Carol Holtz, editor, Sudbury, Massachusetts, Jones and Bartlett Learning, 2013.
ISBN-13: 978-1449679590

Required reading: *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

Supplemental Textbook #2: *When People Come First: Critical Studies in Global Health*, Joao Beihl and Adriana Petryna (editors), Princeton, New Jersey, Princeton University Press, 2013. ISBN-13: 978-0691157399

Supplemental reading: *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

Supplemental reading: *Cross-Cultural Servanthood: Serving the World in Christlike Humility*, Duane Elmer, Downer's Grove, Illinois, InterVarsity Press, 2006.
ISBN-13: 978-0830833788

Additional resource: *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

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

K. L. Pyle
Department Chair
10-7-13
Date

Lynette Long Perry
Dean of the College
10/10/13
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Thomas E. Lee
Department Chair
7 Oct 2013
Date

Lynette Long Perry
Dean of the College
10/10/13
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Brenda K Bender
Department Chair
10-7-13
Date

Bruce Smith
Dean of the College
10.10.13
Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: CHEM/BIO/COMP 308

Course Title: Global Healthcare

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved X Denied _____
College Dean or Director [Signature] Date 11-15-13

Approved ✓ Denied _____
College Dean or Director [Signature] Date 11.19.13

2. Graduate Council Action: (for graduate level courses)

Approved _____ Denied _____
Dean of Graduate School _____ Date _____

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved _____ Denied _____
Associate Provost _____ Date _____

4. University General Education Council Action: (when applicable)

Approved _____ Denied _____
Provost or designee _____ Date _____

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved _____ Denied _____
Chair, University Budget Committee _____ Date _____

6. Academic Provost Action: (for all courses)

Approved _____ Denied _____
Provost _____ Date _____

7. President of the University Action: (for all courses)

Approved _____ Denied _____
President _____ Date _____

Attach notes, comments, or conditions from appropriate councils:

Dear Committee members,

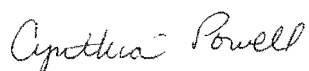
I would like to request that Chem/Bio/Comp 308 be allowed to fulfill the ACU degree cultural awareness requirement. The following knowledge and skills are listed on the Provost's website as necessary for a student demonstrating cultural awareness:

1. Ability to reflect on own cultural rules and biases
2. Consider experiences and issues from the perspectives of others with differing world views.
3. Articulate understanding of cultural differences in verbal and non-verbal communication.
4. Ask complex questions about the beliefs, values, and practices of other cultures and articulate answers to those questions that reflect flexible cultural understanding.
5. Initiate and develop interactions with individuals from cultures that differ from that of the student.

These goals are integral to the Global Healthcare course. The course is designed to challenge students to interact with a new culture and its medical care system and ask important questions about how culture and politics impact the delivery of health care. The beginning point of being able to understand a new culture is reflection on one's own culture and biases, thus we study healthcare delivery in the US. (#1). We then consider health care systems worldwide through case studies and research and learn about perspectives on medical care from other world views (#2). Through immersion in a culture in our host country, students experience communication in a new language and learn to read cultural non-verbal clues. Conversational language and cultural skills are taught in a non-credit language lab to support students in their understanding of the new experiences (#3). Throughout the summer semester, students are required to write reflections on readings that challenge their cultural beliefs, values, and practices in light of those in other world cultures. There are also numerous class discussions focused on processing their experiences in the US and in the host country as well as case studies from journals and textbooks (#4). Through multiple activities, students are encouraged to interact with individuals in the host country, building friendships that will deepen their cultural experience and broaden their world view (#5).

In conclusion, I believe that the Global Healthcare course meets and exceeds the recommendations for a course that would encourage our students toward cultural competency.

Thank you for your consideration,



Cynthia Powell
Department of Chemistry and Biochemistry

GLOBAL HEALTHCARE
CHEM308, BIO308 or COMP308
3 credit hours, Summer 2016, 7 week session

Location: ACU Study Abroad Campus

Time: M, Tu, Th 9:30-11:00 formal class time

Instructor:

Cynthia B. Powell, Ph.D.
Associate Professor of Chemistry
Chair, ACU Health Professions Advisory Committee
Pre-medical Adviser

Email: powellc@acu.edu
Office: FSC 277B, 674-2864
Cell: 325-370-1353

Office hours:

Office hours will be determined after the study abroad class and activity schedule is set. During a 7-week study abroad experience, students will have numerous opportunities to interact with faculty members who will be living on the same site with the students and sharing most meals.

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 while in residence at an ACU study abroad campus. Field experience will be gained through service-learning activities and observation within the medical community in the host country.

Course Synopsis and Outline:

Dates for reading assignments and written assignments will be coordinated with the study abroad schedule and the schedule of medical observation that must be arranged on site. In addition to formal class time, students will be expected to participate in a minimum of 4 hours of shadowing activity each week in the host country and 4 hours of observation or service activity in the local community. Additional opportunities for shadowing/service will be provided for those who are interested. Participation in language labs is expected (4 hours weekly), as is attendance at planned group activities intended to help students interact with the local culture and medical community.

The course will cover these main topics:

- (1) Organization and delivery of medical care within the United States specifically examining the roles of Medicare and Medicaid, private health insurance and non-governmental agencies.
- (2) The education and training of medical professionals and issues related to global health research.
- (3) Common systems of healthcare delivery in countries throughout the world including the following models: the Bismarck Model, the Beveridge Model, the National Health Insurance Model, and the Out-of-Pocket Model.
- (4) Worldwide health issues and the international community response to these issues. (Examples include: HIV infection, malaria, drug-resistant TB, malnutrition, heart disease)
- (5) The impact of cultural beliefs and politics on the delivery of medical care. The impact of poverty on delivery of and availability of medical care.
- (6) The Christian response to a world in need of healing. Opportunities and responsibilities as a Christian health-care provider in the United States and abroad. The role of medical missions and characteristics of effective medical mission programs.

Texts:

Main Textbook #1: *Global Health Care: Issues and Policies*, 2nd edition, Carol Holtz, editor, Sudbury, Massachusetts, Jones and Bartlett Learning, 2013.
ISBN-13: 978-1449679590

Required reading: *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*, T.R. Reid, New York, The Penguin Press, 2009.
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Supplemental Textbook #2: *When People Come First: Critical Studies in Global Health*, Joao Beihl and Adriana Petryna (editors), Princeton, New Jersey, Princeton University Press, 2013. ISBN-13: 978-0691157399

Supplemental reading: *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

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Additional resource: *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 host country. Written assignments will be completed and submitted electronically through a course blog. 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 organization and delivery of medical care within the United States.
- (2) Students will understand and be able to describe the education and training of medical professionals and medical research process and funding in the United States and other countries studied.
- (3) Students will understand and be able to compare and contrast common systems of healthcare delivery in countries throughout the world.
- (4) Students will have an understanding of and be able to describe major worldwide health issues and the current international community response to these issues.
- (5) 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.
- (6) Students will be able to describe research pertaining to characteristics of effective medical mission programs and effective interventions in global healthcare crises.
- (7) Student 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 issue from a Christian perspective.

Grading Criteria:

Your average will be calculated in the following way:

50% Major projects (500 pts total)

- a. Presentation on aspect of healthcare in the United States. (assigned topics, 125 pts)
- b. Book review on book selected by student chosen from a reading list and class presentation on the book. (Books relate to cultural impact and poverty impact on healthcare delivery, practice of the healthcare professional as mission, as well as aspects of short-term and fulltime medical missions. 125 pts)
- c. Presentation on major worldwide health issue. (assigned topics, 125 pts)
- d. Written response to study abroad experience at the conclusion of the course. (125 pts)

30% Responses to assigned readings and shadowing experiences and written preparation to lead class discussion on assigned case studies.
(6 assignments x 50 pts each = 300 pts total)

20% Attitude and level of participation in volunteer and service-learning activities. (200 pts)

Grading Scale:

90-99%	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 study abroad experience. Respectful language, modest dress and polite behavior are expected. During the duration of our trip we request that you respect all ACU study abroad campus curfews and rules including abstaining from consumption of alcoholic beverages. 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.)

Week 1	Introduction: Cross-cultural Servanthood Class activities: Presentations on assigned US Healthcare topics Design a healthcare system from the ground up! Introduction to local culture (political, social, spiritual) Reading: <i>Global Healthcare</i> , Ch 1-2 <i>The Healing of America</i> Ch 1-3 <i>Cross-Cultural Servanthood</i> , Ch 11 Community: Tour of medical/dental/allied health training facilities in host country, Weekly shadowing
Week 2	Major Healthcare Systems: Economics and Cultural Factors Class activities: Compare and Contrast major systems Compare and Contrast health provider education Reading: <i>Global Healthcare</i> , Ch 3 <i>The Healing of America</i> Ch 4-9 Community: Tour of major public and private healthcare facilities, Weekly shadowing
Week 3	The Practices of Public Health and Politics Class activities: "Staged" Political Debate on Public Health Issues Case studies Reading: <i>Global Healthcare</i> , Ch 4 <i>The Healing of America</i> Ch 10-13 <i>Pathologies of Power</i> Ch 1 Community: Weekly shadowing, Service activity
Week 4	Global Health Research Methods, International Research Ethics Class activities: Cochrane Review Investigation Case studies Reading: <i>Global Healthcare</i> , Ch 5-6 <i>When People Come First</i> , Ch 2 Community: Weekly shadowing, Service activity
Weeks 5-6	Major Issues in Global Health, Impact of Culture Class activities: WHO data "scavenger hunt" Presentations on Major Issues Case studies Reading: <i>Global Healthcare</i> , Ch 7 <i>Pathologies of Power</i> , Ch 5 Community: Weekly shadowing, Service activity
Week 7	Christian compassion: serving most effectively, NGOs, Medical Missions Class Activity: Book review presentations Case studies Reading: <i>Cross-Cultural Servanthood</i> , Ch 12-14 Assigned journal articles Community: Weekly shadowing, Service activity

Final "Exam" will be two essays responding to the following prompts:

1. "How have your ideas about healthcare organization and delivery changed as a result of the Global Healthcare course? How will this impact the ways you plan to practice in

your career as a health professional?" (Support your response with data; include references when appropriate.)

2. "What have you learned about yourself during this study abroad experience?"

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 instructor!

We are life long learners. I believe that it is important for the instructor of this course to be constantly learning and be willing to be transparent about how his or her thoughts and ideas are changing in response to our shared experiences. Therefore, I will also respond to the two prompts at the end of the course and share my responses with the students enrolled in the course.

ABILENE CHRISTIAN UNIVERSITY

Educating Students for Christian Service and Leadership Throughout the World

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September 30, 2013
Cynthia B. Powell, Ph.D.
Associate Professor of Chemistry
FSC277B, 674 2864
Abilene Christian University
(325)674 674 2864

Re: CHEM/BIO/COMP308 application

Dear Dr. Powell,

Thank you for the submission of your new course application. The Adams Center course evaluation team has had the pleasure of reviewing CHEM/BIO/COMP308: Global Healthcare. We reviewed the syllabus based on the ACU Syllabus Guidelines. We found this syllabus to meet or exceed expectations described in the guidelines. Congratulations for the exceptional work with the syllabus!

If there is any aspect of the application or syllabus you would like to discuss further, please let me know and we can schedule a time. Please know the Adams Center is here to serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course.

Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

Director, Instructional Design
Walter H. Adams Center for Teaching Excellence
Abilene Christian University
ACU Box 29201
Abilene, Texas 79699-9201
bx13b@acu.edu
Tel: (325)674-2981

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 7, 2013
TO: Dr. Cynthia Powell
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for CHEM/BIO/COMP 308 – Global Healthcare

After reviewing the course proposal, the library should be able to adequately support the proposed course with the resources available through the ACU Library and our EBSCOHOST E-Books. I have e-mailed you a bibliography of e-books related to the course that are available for students to download or use online. Please let Melissa Atkinson (melissa.atkinson@acu.edu), Electronic Resources and Serials Librarian, know if there any additional electronic resources needed to be acquired by the library in support of the proposed course. Thank you for letting us review the course application.