**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** AH 336: Healthcare in a Multicultural Society

**Home Department: Nursing**

**Department Chair Name and Contact Information** (phone, email): Kristi Robinia 906-227-2042 krobinia@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every summer

**Official Course Status**: Has this course been approved by CUP and Senate? **YES**

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

The course is designed to expand the student’s knowledge of healthcare through the study of cultural practices and patterns relative to health and illness among groups of people. The CLAS Standards and the Campinha-Bacote Model are used to provide a foundation from which students from a variety of majors can explore the impact of culture in the healthcare systems. The concepts of time, space, locus of control, biological difference, communication, and social organization are utilized to illustrate the diversity that exists. Students are guided to explore their culture of origin and the culture of their future profession and the potential bias that they might bring to the delivery of care. They are also guided to explore the living culture of another non-Western European population. Emphasis is on the identification of ways healthcare assessments and interventions may be modified to accommodate racial and cultural differences of clients and their families.

**Course Objectives**:

1. To compare and contrast the effects of variation between one’s own values and belief systems and those of other persons particularly as these have implications for health care practice.

2. To discuss alternative health care practices among people of different ethnic, religious, and sub-cultural backgrounds.

3. To identify ways in which healthcare assessments and interventions may be modified to accommodate racial and cultural differences of clients and their families within the American culture.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

This course not only explores the variations in cultures but also the importance of self-awareness in providing culturally competent care. This process is achieved through self-reflection, group discussions and exploration of professional and culturally specific tools and content. The course activities are designed to promote critical thinking and self-reflection as it relates to different cultures and professions. Students are challenged to delve into their personal and professional responsibilities in caring for others from diverse cultures.

C. Describe the target audience (level, student groups, etc.)

The course targets sophomore level or higher students and students from broad healthcare majors including but not limited to pre-professional, athletic training, social work, nursing, and clinical sciences.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

This course will be submitted for consideration for the World Cultures university requirement.

E. Provide any other information that may be relevant to the review of the course by GEC

At present, a course focusing on diversity and cultural competencies in a healthcare setting has not been approved for the general education curriculum. This course was created within the context of the Online Fellows 2 program and was developed as an online course. Curtis and Green (2016) demonstrated that curriculum focused on diversity and cultural competency can improve general transcultural self-efficacy skills. In addition, a course that includes students from a variety of majors also provides opportunities for interprofessional interactions. Interprofessional collaboration (IPC) is important to the future of the healthcare system in that IPC is part of the solution for promoting better healthcare outcomes (Gilbert, Yan, & Hoffman, 2010; Reeves, Perrier, Goldman, Freeth, & Zwarenstein, 2013). Marshall (2011) notes that “interprofessional collaborative practice promotes team identity, conserves energy by a unity in direction, and invites harmony of efforts” (p. 158). The skills needed to engage in IPC are cultivated through interprofessional education (IPE) (Reeves et al., 2013). Currently, at Northern Michigan University (NMU), there are limited opportunities to promote the skills needed to engage in interprofessional education (IPE). The curriculums are designed as academic silos, which does not reflect the expectations for graduates entering the workforce. This course will provide opportunities for students to engage in dialogue that expands interprofessional, as well as cultural competency skills.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

*\*Rubrics have been developed for each of the assessments listed below.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Type**-Students will participate in an online group discussion based on the following instructions: *We have been learning about the concepts of culture and the CLAS Standards and the Campinha-Bacote Model.  For this discussion, in your assigned group, identity how what you have learned can be applied to the case study.  For example, how does the scenario illustrate differences in the understanding of time. The posting must be at least 500 words and have at least one scholarly reference.  Use this space to collaborate to complete the post. Your final posting should also be posted on the part 1 discussion.* **Importance**-14points out of 200points**Performance/Proficiency**-The criterion level for *proficient* is at 72%. This course has not been previously taught and student often have had limited exposure to cultural competency and interprofessional education so the department’s proficiency level of 72% will be utilized. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Type**-Students will complete the following written reflection assignment: *Reflect on your progress through the steps of cultural competency outlined by Campinha-Bacote.  The last step in the Campinha-Bacote Model is Cultural Encounter.  Try to engage in a cultural encounter or reflect on one from the past and reflect on that experience*.  **Importance**-15points out of 200points**Performance/Proficiency**-The criterion level for *proficient* is at 72%. This course has not been previously taught and student often have had limited exposure to cultural competency and interprofessional education so the department’s proficiency level of 72% will be utilized.**Type**-Culture of Origin Family Interview. 6 page written assignment based on an interview of a family member.**Importance**-50points out of 200points**Performance/Proficiency**-The criterion level for *proficient* is at 72%. This course has not been previously taught and student often have had limited exposure to cultural competency and interprofessional education so the department’s proficiency level of 72% will be utilized. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Type**-Students will participate in an online group discussion based on the following instructions: *In assigned group, develop a resource to share with other students regarding ways healthcare assessments and interventions may be modified address diversity in your profession.  Be sure to explore the most appropriate communication technique for your profession.  Some examples include BELIEF, LEARN, and Kleinman's Questions.* **Importance**-14points out of 200points**Performance/Proficiency**-The criterion level for *proficient* is at 72%. This course has not been previously taught and student often have had limited exposure to cultural competency and interprofessional education so the department’s proficiency level of 72% will be utilized. |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | **Type**-Students will participate in an online group discussed based on the following instructions: *We have been learning about the concepts of culture and the CLAS Standards and the Campinha-Bacote Model.  For this discussion, in your assigned group, identity how what you have learned that can be applied to the case study.  For example, how does the scenario illustrate differences in the understanding of time. The posting must be at least 500 words and have at least one scholarly reference.  Use this space to collaborate to complete the post. Your final posting should also be posted on the part 1 discussion.* **Importance**-14points out of 200 points**Performance/Proficiency**-The criterion level for *proficient* is at 72%. This course has not been previously taught and student often have had limited exposure to cultural competency and interprofessional education so the department’s proficiency level of 72% will be utilized.**Type**-Quiz 1 & final exam**Importance**-10points out of 100points & 50 out of 200points**Performance/Proficiency**-The criterion level for *proficient* is at 72%. This course has not been previously taught and student often have had limited exposure to cultural competency and interprofessional education so the department’s proficiency level of 72% will be utilized. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Type**-Students will participate in an online discussion based on the following instructions: *Consider the geographic area you plan to practice in and identify the common cultural, ethnic and racial group you anticipate working with. Describe the common alternative health care practices for that group and provide a resource related to the practice.  Your posting should be of sufficient length to provide a clear picture of the cultural group and the practice.* **Importance**-14points out of 200points**Performance/Proficiency**-The criterion level for *proficient* is at 72%. This course has not been previously taught and student often have had limited exposure to cultural competency and interprofessional education so the department’s proficiency level of 72% will be utilized.**Type**-Quiz 2 & final exam**Importance**-10points out of 200points & 50 out of 200points**Performance/Proficiency**-The criterion level for *proficient* is at 72%. This course has not been previously taught and student often have had limited exposure to cultural competency and interprofessional education so the department’s proficiency level of 72% will be utilized. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Type**-Students will complete the following written reflection assignment: *Reflect on your progress through the steps of cultural competency outlined by Campinha-Bacote.  The last step in the Campinha-Bacote Model is Cultural Encounter.  Try to engage in a cultural encounter or reflect on one from the past and reflect on that experience*.  **Importance**-15points out of 200points**Performance/Proficiency**-The criterion level for *proficient* is at 72%. This course has not been previously taught and student often have had limited exposure to cultural competency and interprofessional education so the department’s proficiency level of 72% will be utilized. |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | **Type**-Students will complete the following written reflection assignment: *Discuss the cultural concepts that you discovered in your interview with your family member and the results of the implicit test.  Based on what your learned from both sources, what do you need to keep in mind as possible biases or potential ethical issues when you become a healthcare provider? Please respond to at least two other students' postings based on similarities and differences.* **Importance**-15points out of 200points**Performance/Proficiency**-The criterion level for *proficient* is at 72%. This course has not been previously taught and student often have had limited exposure to cultural competency and interprofessional education so the department’s proficiency level of 72% will be utilized.**Type**-Culture of Origin Family Interview. 6 page written assignment based on an interview of a family member.**Importance**-50points out of 200points**Performance/Proficiency**-The criterion level for *proficient* is at 72%. This course has not been previously taught and student often have had limited exposure to cultural competency and interprofessional education so the department’s proficiency level of 72% will be utilized. |