**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD: HL 322**

*Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** International Health Issues **HL 322**   
**Home Department:** School ofHealth and Human Performance, Health Division  
**Department Chair Name** (phone, email): **Dr. (Associate Dean) Mary Jane Tremethick**, X1135, [mtremeth@nmu.edu](mailto:mtremeth@nmu.edu)

**Expected frequency of Offering of the course**: fall, winter and sometimes summer

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

**Overview of course** (please see attached syllabus): Current course Dynamic Wix <http://phoga7.wix.com/hl322w14>

A. Overview of the course content: **The course description:** A survey of the cultural, economic, environmental, historical and political concepts associated with the delivery of health care to various world populations. Major determinants of health status in several regions of the world are studied in concert with patterns of intervention at the local, community, national and international levels. [Note: We have also added a design element or perspective from which to look at the health issue/problem…. That is to say, how is the international health issue/problem portrayed in art/design, literature, poetry, movies, dance, plays, etc.? We would also add an ethical component.] This is a hybrid, project-based class where students work in small groups to co-create the class text by designing and evaluating multi-media web sites around an international health issue of their choice. Students then present their work to the class. Here is a sample project <http://jkettle.wix.com/afghan-babies> .

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes: **Critical Thinking (CT)** and **Social Responsibility** in this Case

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| **Critical Think DIMENSIONs** | **WHAT IS ASSESSED** | **Why HL 322 satisfies the dimensions:** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Critical thinking (CT) can be generally defined as the ability to ascertain the validity of assertions and assumptions as a guide to belief and action (Brookfield, 2012; Glaser in Paul & Elder, 2008). The National Council for Excellence in Critical thinking (1987) views CT as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, communication, data, and reasoning/evidence to address some challenge, problem, opportunity or issue (Scriven & Paul in Paul & Elder, 2008). HL 322 Students will use CT (disciplined inquiry) to assess the quality/validity of information gleaned about international health issues, what causes international health problems, and the validity of ways humans gather/act to address said issues. They will apply/discuss this information in class assignments, tests, and in their major project. |
| **Integrate** | Integrates insight and/ or reasoning with existing understanding to reach informed conclusions | Students will identify their preconceived notions/assumptions about international health issues and scrutinize them relative to facts/information/evidence gleaned from political, geographic, cultural, economic, design, etc., and health perspectives. This should allow students to integrate for a much more complex perspective and understanding of the international health issues studied in class and relative to the international health issue of their choice for which they are doing a deep dive. Analyzing international health situations from a systems (determinants of health) perspective and from different viewpoints is modeled over a number of in-class situations. Students then work collaboratively in small groups (4 students per group) to identify an international health issue, research and critically analyze information about the issue, synthesize/integrate vetted information into a multimedia project about the issue, and present the project to class. Here is an example of a project done by a group of students. It relates to promoting maternal-infant survival in Afghanistan: <http://jkettle.wix.com/afghan-babies> . Note students’ integration of the major themes and models of the class into the project. Students address this dimension (integration) in class discussions about content and when they engage their projects and present their work to the class. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | A good-sense critical thinker (Paul & Elder, 2008) will look at an issue/problem from as many points of view as illuminate the issue. S/he has to earn the right to agree/disagree with an argument In other words, s/he needs to know/be able to construct and validate/invalidate with reasons/evidence the argument with which s/he is agreeing/disagreeing. We use Missimer’s model for CT (issue, conclusion, reason & evidence supporting conclusion, prescription, implications, assumptions and warranted inference- truth and consistency) to construct and evaluate (is it true? consistent?) for various issues in international health. In HL 322 we shall use disciplined inquiry to look at the difference between cause-effect and correlational relationships relative to the causes of international health issues/problems and their consequences, and relative to the efficacy of interventions designed/implemented to address these issues/problems. We also look at sustainability issues (aid vs empowerment). Students need to evaluate information/ideas/conclusions/etc. to determine what to include in their projects. |

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| **Social Respons.**  **DIMENSION** | **WHAT IS BEING ASSESSED** | **Why HL 322 satisfies the dimensions:** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | Culture (the sum of attitudes, customs, and beliefs that distinguishes one group of people from another) awareness represents one of the main elements of the course. After all, if women/children are not valued in a culture one begins to understand why maternal / infant health care is an issue <http://cever8.wix.com/x-women> or why human trafficking is an issue. If a culture believes only its God can cure a child and does not trust the West, one understands why some cultures resist vaccines, etc. In HL 322 all health issues are analyzed from a cultural perspective. Such an analysis also looks at the ethical question of “Should we impose our culture on another country’s culture?” | |
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| **Intercultural Awareness** | Awareness of multiple cultural perspectives | Analyzing international health situations from a systems (determinants of health) perspective, including the effect that culture has on health for many different global health situations, helps students get a knowledge for various cultural worldviews. Studying how the (mostly West) tries to intervene and what is allowed/not allowed opens eyes as to how culture and intercultural clashes or alignment affects the addressing of international health issues.. | |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | All students integrate course themes and models, including culture/intercultural effects, into a webpage (usually a wix or weebly but they are free to experiment with other forms of technology) and all students see and formatively evaluate each other’s sites, and then students present to the class. For example, see <http://jkettle.wix.com/afghan-babies> and scroll down to see presentation). | |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | The ultimate ethical issues involve: does aid help or hurt (make dependent and disempower) people?; does the West have a right to impose its standards on other countries? This assumes that self-governance is an A-list ethical principle. These issues will be incorporate into class discussions and into the major project. | |

C. Describe the target audience (level, student groups, etc.) **At least sophomore standing with completion of EN 211 with a C or better. Group project requires ability to research, scrutinize information, integrate information, use technology, and relate to others to accomplish the project. As the major projects allow for focusing on history, design/artistic endeavors, humanities, economics, geography, sociology/culture, anthropology, etc., as well as health, it appears all students could find something of interest and could contribute in unique ways.**

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)  **This course also serves as an elective in the Health Majors (Management of Health and Fitness, and Community Health Education) and in the Health and Nutrition minor.**

E. Provide any other information that may be relevant to the review of the course by GEC.   
**Currently, it is approved as a 300 level world culture social science class. It has already gone through a liberal studies vetting process.**

**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.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type:** Reading/Video responses and tests. Both assignments will involve analyzing real-world examples related to international health issues’ aspects/perspectives (cultural, economic, geographic, historical, political, etc.) and frameworks of disciplined inquiry (scientific thinking and critical thinking).  **Frequency**: Reading/Video responses are weekly; there will be four tests  **Importance:** Responses are 30% and tests are 20% of the grade.  **Expected success rate**: 90%  **Rationale:** This course requires students to look at complex international health issues from a variety of perspectives/aspects (cultural, economic, geographic, historical, political, etc.) and frameworks (scientific and critical thinking frameworks), and to look at the effectiveness of health interventions to address international health issues in light of these perspectives and frameworks. Reading/video responses focus on analyses of international health issues from a variety of perspectives. Tests focus on knowing the perspectives and their definitions, knowing the major international health issues (sustainability development goals per WHO), and knowing scientific and critical thinking models (i.e., cause-effect vs correlation; validity and reliability; elements of research/evaluation; elements of an argument). Reading/Video responses prepare students for tests. Students are made aware of the important aspects for the test and are allowed to discuss reading/video assignments before handing them in. Experience suggests that given the aforementioned, 90% of students achieve proficient status here.  **Task Type**: Major Group Project, a semester long high-tech project which involves identifying a major international health issue of interest to the group, reviewing the literature to analyze, synthesize and evaluate data/information related to the issue, and publishing the information on the world-wide web via a wix or wiki using a course-generated rubric.  **Frequency**: Semester long project published to the web and presented to the class at the end of the semester.  **Importance**: 50% of the grade  **Expected success rate**: 90%  **Rationale:** Other course assignments prepare students to work to be successful in this project. Students work in small groups using the course-generated rubric or framework and former student work as examples. Students are responsible for communicating with one another and with competently completing all aspects of the assignment, for uploading their work to the web, and for presenting their work to the class. After the presentation, students have the opportunity to up-grade their presentation based on peer and instructor feedback (formative assessment) before summative assessment occurs. Given that the rubric for the major project is clearly presented, excellent examples are given, and it is formatively assessed before it is summatively assessed, 90% should achieve proficient status here. Please see here <http://saijame0.wix.com/redlightgreenlight1#!undefined/cfvg> for an example of a major project in international health issues. |
| **Integrate** | Integrates insight and/ or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type:** Reading/Video responses. Assignments will involve analyzing real-world examples related to international health issues’ perspectives (cultural, economic, geographic, historical, political, etc.) and frameworks of disciplined inquiry (scientific thinking and critical thinking) to come to conclusions about the nature of specific international health issues (e.g., resistance to vaccinations; fighting disease in other cultures; global education needs and efficacy of new models of education; the nature of power and why it sometimes blocks people from receiving health interventions; use of sport to address health issues in developing countries; etc.).  **Frequency**: Reading/Video responses are weekly.  **Importance:** Responses are 30% of the grade.  **Expected success rate**: 90%  **Rationale:** This course requires students to look at complex international health issues from a variety of perspectives/aspects (cultural, economic, geographic, historical, political, etc.) and frameworks (scientific and critical thinking frameworks), and to look at the effectiveness of health interventions to address international health issues in light of these perspectives and frameworks. Reading/video responses focus on analyses of international health issues from a variety of perspectives; students discuss reading/video responses before handing in and can augment their responses due to the discussions. Such an opportunity for augmentation and experience suggests that 90% of students achieve proficient status here  **Task Type**: Major Group Project, a semester long high-tech project which involves identifying a major international health issue of interest to the group, reviewing the literature to analyze, synthesize and evaluate data/information related to the issue, and publishing the vetted information on the world-wide web via a wix or wiki using a course-generated rubric as a guide.  **Frequency**: Semester long project published to the web and presented to the class at the end of the semester.  **Importance**: 50% of the grade  **Expected success rate**: 90%  **Rationale:** Other course assignments prepare students to work to be successful in this project. Students work in small groups using the course-generated rubric or framework and former student work as examples. Students are responsible for communicating with one another and with competently completing all aspects of the assignment, for uploading their work to the web, and for presenting their work to the class. After the presentation, students have the opportunity to up-grade their presentation based on peer and instructor feedback (formative assessment) before summative assessment occurs. Given that the rubric for the major project is clearly presented, excellent examples are given, and it is formatively assessed before it is summatively assessed, 90% should achieve proficient status here. Please see here <http://saijame0.wix.com/redlightgreenlight1#!undefined/cfvg> for an example of a major project in international health issues. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type**: Major Group Project, a semester long high-tech project which involves identifying a major international health issue of interest to the group, reviewing the literature to analyze, synthesize and evaluate data/information related to the issue, and publishing the vetted information on the world-wide web via a wix or wiki using a course-generated rubric as a guide.  **Frequency**: Semester long project published to the web and presented to the class at the end of the semester.  **Importance**: 50% of the grade  **Expected success rate**: 90%  **Rationale:** Other course assignments prepare students to work to be successful in this project. Students work in small groups using the course-generated rubric or framework and former student work as examples. Students are responsible for communicating with one another and with competently completing all aspects of the assignment, for uploading their work to the web, and for presenting their work to the class. After the presentation, students have the opportunity to up-grade their presentation based on peer and instructor feedback (formative assessment) before summative assessment occurs. Given that the rubric for the major project is clearly presented, excellent examples are given, and it is formatively assessed before it is summatively assessed, 90% should achieve proficient status here. Please see here <http://saijame0.wix.com/redlightgreenlight1#!undefined/cfvg> for an example of a major project in international health issues. |

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

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD 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 Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT**  Type: (e.g., written work, presentations, tests) Frequency: (number of assignments included such as a single paper or multiple papers)  Importance: (relative weight of assignment to the entire course.  Expected success rate for students completing the course that meet the proficiency level and why. |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | **Task Type:** Reading/video responses and tests. Both assignments will involve analyzing real-world examples of how culture is related to international health issues.  **Frequency**: Reading/Video responses are weekly; there will be four tests  **Importance:** Responses are 30% and tests are 20% of the grade.  **Expected success rate**: 90%  **Rationale:** This course requires students to look at complex international health issues from a variety of perspectives/aspects, including cultural aspects. Reading/video responses focus on analyses of international health issues from a cultural aspect or perspective. Tests focus on knowing what the cultural aspect or perspective is, the definition of culture, and how culture affects the international health problem under discussion. Reading/video responses prepare students for tests by giving students examples of how culture affects health issues in various international situations. Students are allowed to discuss in class reading/video assignments related to cultural effects on health issues (and augment their responses) before handing in their work. Experience suggests that given the aforementioned, 90% of students achieve proficient status here. Tests are individual and are not augmented before handing in.  **Task Type**: Major Group Project, a semester long high-tech project which involves identifying a major international health issue of interest to the group, reviewing the literature to analyze, synthesize and evaluate data/information related to the issue (including cultural aspects), and publishing the information on the world-wide web via a wix or wiki using a course-generated rubric as a guide. How the target population’s culture affects the health problem, evidence for it, and implications for addressing the problem are presented and discussed in the major project. Please see here <http://jkettle.wix.com/afghan-babies#!cultural/c1l4u> for an example of how cultural aspects are addressed in a major project in international health issues.  **Frequency**: Semester long project published to the web and presented to the class at the end of the semester.  **Importance**: 50% of the grade  **Expected success rate**: 90%  **Rationale:** Students work in small groups using the course-generated rubric or framework and former student work as examples. Students are responsible for communicating with one another and with competently completing all aspects of the assignment (including cultural aspects), for uploading their work to the web, and for presenting their work to the class. After the presentation, students have the opportunity to up-grade their presentation based on peer and instructor feedback (formative assessment) before summative assessment occurs. Given that the rubric for the major project is clearly presented, excellent examples are given, and it is formatively assessed before it is summatively assessed, 90% should achieve proficient status here. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type:** Reading/video responses and tests. Both assignments will involve analyzing real-world examples of how culture is related to international health issues.  **Frequency**: Reading/Video responses are weekly; there will be four tests  **Importance:** Responses are 30% and tests are 20% of the grade.  **Expected success rate**: 90%  **Rationale:** This course requires students to look at complex international health issues from a variety of perspectives/aspects, including cultural aspects. Reading/video responses focus on analyses of international health issues from a cultural aspects. Tests focus on knowing what the cultural aspect or perspective is and the definition of culture and how it applies to the international health problem under discussion. Reading/Video responses prepare students for tests. Students are made aware of the important aspects for the test and are allowed to discuss reading/video assignments before handing them in. Experience suggests that given the aforementioned, 90% of students achieve proficient status here.  **Task Type**: Major Group Project, a semester long high-tech project which involves identifying a major international health issue of interest to the group, reviewing the literature to analyze, synthesize and evaluate data/information related to the issue (including cultural aspects), and publishing the information on the world-wide web via a wix or wiki using a course-generated rubric. How the target population’s culture affects the health problem, evidence for it, and implications for addressing the problem are presented and discussed in the major project.  **Frequency**: Semester long project published to the web and presented to the class at the end of the semester.  **Importance**: 50% of the grade  **Expected success rate**: 90%  **Rationale:** Students work in small groups using the course-generated rubric or framework and former student work as examples. Students are responsible for communicating with one another and with competently completing all aspects of the assignment (including cultural aspects), for uploading their work to the web, and for presenting their work to the class. After the presentation, students have the opportunity to up-grade their presentation based on peer and instructor feedback (formative assessment) before summative assessment occurs. Given that the rubric for the major project is clearly presented, excellent examples are given, and it is formatively assessed before it is summatively assessed, 90% should achieve proficient status here. Please see here <http://jkettle.wix.com/afghan-babies#!cultural/c1l4u> for an example of how cultural aspects are addressed in a major project in international health issues. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | To be in this international health class, by definition and via the course description, students will engage cultures other than their own. All assignments for the class (readings/video analysis, tests, and the major project) require an analysis of the cultural factors affecting health issues in the international setting. Also, all students do a formative evaluation of all group projects (which are up on the web) and hear presentations of the other group projects, so all students are exposed to many incidents of different cultures. |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | The ultimate ethical issues for this class involve: 1) does aid for international health issues help or hurt (make dependent and disempower) people in developing countries; and 2) does the West have a right to impose its cultural/moral standards on other countries in its attempts to address international health issues? An underlying assumption is that self-governance is an A-list ethical principle. These issues will be applied to the major project and to reading/video responses. Currently aid vs. capacity building is addressed in international health interventions but not within a specific ethical framework. See <http://jkettle.wix.com/afghan-babies#!models--methods/chce> and scroll down.  **Task Type:** The two ethical issues mentioned above will be added to Reading/Video responses and to tests (where ethical frameworks such as Kohlberg’s and Markulla’s Center for Ethics models will be tested). And a section on Ethics will be added to the major project.  **Frequency:** Reading/video responses are weekly; tests are 4 throughout semester; major project is semester long.  **Importance**: 30% of grade for readings/video responses; 20% of grade for tests; 50% of the grade major project  **Expected success rate**: 90%  **Rationale:** It is anticipated, for the same rationale given above, that 90% of students achieve proficient status here. |