**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD: HL/NU 386**

*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: Interdisciplinary Study in Global Health Care –Latin America: HL/NU 386**

**Home Department:** School ofHealth and Human Performance, Health Division and School of Nursing

**Department Chair Name and Contact Information** (phone, email):

Elizabeth Wuorinen , Associate Dean and Director, School of Health and Human Performance,

906-227-1135 [ewuorin@nmu.edu](mailto:ewuorin@nmu.edu)[mtremeth@nmu.edu](mailto:mtremeth@nmu.edu)

Nanci Gasiewicz, Associate Dean/Director, School of Nursing, 906-227-2042, [ngasiewi@nmu.edu](mailto:ngasiewi@nmu.edu)

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

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

**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**

This course will provide students with an interdisciplinary cultural immersion experience in a service-learning setting. Students will have an opportunity to learn about the culture of a selected Latin American country with a particular focus on the health and health care of the country's residents. The course is currently being offered in Belize.

**Learning outcomes.** Upon completion of the course, successful students will be able to:

1. Develop the ability to evaluate various forms of evidence and knowledge as demonstrated by appropriate use of secondary sources in conducting a community assessment and developing an interdisciplinary population-focused intervention plan for health promotion, maintenance, or restoration.
2. Develop the ability to engage in analytical reasoning and argumentation in documenting choice in appropriate interventions.
3. Demonstrate an understanding of the world as a diverse and interrelated community as evidenced by correct answers to select quiz questions, depth and breadth of responses to the online discussion, successful implementation of planned interventions in partnership with the community, active participation in group reflection exercises in Latin-America and post trip group discussion.
4. Demonstrate an understanding of the relationship of the individual to society and its culture and institutions as evidenced by depth and breadth of responses to the online discussion, successful completion of quiz questions, successful implementation of planned interventions in partnership with the community, active participation in group reflection exercises in Latin-America.
5. Evaluate and disseminate outcomes of planned population interventions as evidenced by active participation in group reflection exercises in Latin-America and extra credit presentations upon return from Latin-America.
6. Demonstrate the ability to communicate clearly and effectively across disciplinary and cultural settings as evidenced by excellence as a team member during online discussion assignments, active participation in group reflection exercises in Latin-America, and work in the clinical or community setting in Latin-America.
7. Explore the personal/professional impact of a cultural immersion experience through reflection exercises.

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

*Critical thinking:*

To satisfy the *Evidence* outcome, HL/NU 386 requires students to read and reflect on journal articles, participate in online discussions about international cultural immersions, complete quizzes, analyze the health care needs of a Latin American population, apply such an analysis to plan teaching projects, and apply their skills and knowledge learned in the classroom while working in Latin American health care settings.

To satisfy the *Integrate* outcome, HL/NU 386 requires students to participate in an online discussion with other students, demonstrate their clinical skills during clinical skill practice sessions in the classroom, and implement their planned project while working in Latin America. Students can apply that knowledge in future work settings.

To satisfy the *Evaluate* outcome, HL/NU 386 requires students to participate in an on-line group reflection discussion after returning from Latin America. Students will reflect upon course objectives and share reflections about the skills they learned during this study abroad trip. They will also evaluate whether they had an opportunity to implement their planned projects while in Latin-America and the quality of their planned projects.

*Social responsibility*

To satisfy the *Knowledge of Cultural Worldview Frameworks* outcome, HL/NU 386 requires students to independently view an audio power point on a Latin American country (currently Belize) (including information about the history of the settlement of a ‘melting pot’ of ethnicities such as Creole, Mestizo, Garifuna, Maya, Mennonite, Arab, and Chineseand the languages spoken throughout the different regions of the country) and successfully pass an online quiz (90% or better) within two attempts. Additional material is discussed in mandatory pre-trip classroom discussions (Four two-hour sessions held prior to actual travel). During the last pre-trip classroom discussion, the Director of Heart to Heart Belize (a Belizean native who serves as our consultant and in-country guide) skypes in to provide his perspectives on the differences between American and Belizean culture and to answer student questions. Once in-country, another interesting experience is mandatory student participation in an evening of Garifuna drumming where the students learn typical lyrics and dancing steps derived from a tragic history of suffering.

To satisfy the *Intercultural Awareness* outcome, HL/NU 386 requires that prior to travel, students read article(s) related to the purpose of international service learning and the importance of being open to different cultural perspectives (e.g. International Service Learning: A Critical Guide from an Impassioned Advocate” by Sara Gruskey). Students are then required to engage in an online discussion with the expectation of responding to 4-5 peers within the discussion. Once in-country nightly reflections include the participation of the Belizean in-country guide who is able to listen to student feedback and gently remind/point out cultural differences that might be interfering with the students’ comprehension of how local villagers respond to healthcare outreach activities.

To satisfy the *Intercultural Engagement* outcome the nature of HL/NU 386 require that students be willing to engage with a different culture through health care outreach. Prior to travel, students are taught the basic expectations of participating in community health care clinics (skills such as taking blood pressures and blood sugars as well as the basics of communicating with people who are non-English speaking and when to request help from a translator) and are also divided into groups to develop health prevention lessons. Each group is given a population (e.g. planning a lesson for a community marketplace about health eating or working with K-5 children in local elementary schools) and is expected to consider the differences between planning for an American population versus a Latin American population. One group is given the challenge of developing a cultural exchange lesson to be used in the schools as well as on display during the local community marketplace experience. These lessons are implemented on-site currently in Belize and evaluated by the groups during required nightly evening reflections sessions. Finally, upon returning from the trip students are given 10 days to participate in an online discussion and are expected to reflect upon how their experiences met the course objectives as well as how their perspectives did or did not change from the beginning through the end of the course.

To satisfy the *Ethical Issues Recognition* outcome, HL/NU 386 students learn about the health care delivery system in a Latin American country. This outcome is primarily achieved in-country as students receive a lecture from a local health care provider, tour the local hospital and long-term care settings, and participate in community clinics within several communities and schools. Students are also able to participate in home visits to elderly clients unable to ambulate to the clinics. This allows them to compare and contrast the living environments between middle and poor income families in Belize (or another Latin American country) versus in the United States. Students quickly identify the differences between the American health care system and the Belizean system which leads to rich discussions regarding how societies allocate resources and what to do in situations of limited resources. Through daily discussions with the teachers, our guide and local health care providers, students learn about the influence of politics on health care and start to appreciate how issues related to culture and poverty (e.g. paternalistic society, high rates of alcoholism, low rates of health literacy) affect how people are able to meet their individual health care needs. Once again, students learn from each other and instructors during the required nightly reflection hour.

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

HL/NU 386 is an interdisciplinary health care course and is targeted to students from a variety of health care majors. Nursing, pre-med, athletic training, speech/language, clinical lab sciences, and community/public health majors are all invited to participate in the course. The course is taught at the upper 300 level and targeted towards students who have completed at least 4 semesters of undergraduate classes. A maximum of twenty students are enrolled as the course is highly interactive and more would interfere with the ability of all to achieve the expected learning outcomes.

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

HL/NU 386 is a service learning course which students can also use to achieve Superior Edge hours in the area of diversity. The course also serves to meet World Culture requirements. Students may choose to take the course as HL 386 or NU 386 thereby giving them the option of counting the course towards a nursing or health education elective.

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

This course was previously taught in Honduras and three years ago (2014) moved to Belize due to a U. S. State department travel advisory related to safety concerns. When offered, the course has always been a popular choice for students who are looking to finish an upper level general education course. Evaluation data from students has always been very favorable with many students reporting ‘life-changing’ interactions and change in perspectives.

**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.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **~~Task Type:~~** ~~Students take a~~ **~~quiz~~**~~.~~  **~~Frequency:~~** ~~once a semester~~  **~~Overall grading weight:~~**~~Quiz represents 13% of the overall grade.~~  **~~Expected Proficiency Rate:~~** ~~90% or more. This is a multiple choice quiz that students can take twice.~~  **~~Examples:~~** ~~See~~ *~~sample~~* ~~questions below.~~  ~~(Q)It is important to study the norms of a culture with cultural relativism because cultural relativism:~~  ~~a) is helpful in viewing the traditions through the eyes of those in the culture.~~  ~~b) is helpful in avoiding judgment of a culture based upon ethnocentrism.~~  ~~c) facilitates an understanding of the norms of other cultures.~~  ~~d) All of the above are true~~  ~~(Q) In the assigned article, Grusky states that service learning increases:~~  ~~a. tolerance~~  ~~b. civic responsibility~~  ~~c. understanding social problems~~  ~~d. All of the above were stated as increased by service learning~~  **Task Type:** Students participate in **online discussion** and reflect to their peers about cultural immersion learning.  **Frequency:** weekly discussion once  **Overall grading weight:**17%  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75%.  **Examples:** After reading the assigned article by Grusky, S. (2000). International service learning: A critical guide from an impassioned advocate. *American Behavioral Scientist, 43,* 858-867, students will participate in the discussion thread in EduCat and will respond to their peers a minimum of five times or more. Complete rubric for discussion provided in the syllabus. Students are graded in four categories:  1. Response/relevance: Full points (5) given if a student is able to write about one concept from the readings that they feel is important and will impact their approach to service learning projects in Belize. The expectation is that students will also discuss additional peer-reviewed or quality sources in their post.  2. Critical Analysis: Full points (5) are given if the student writes about a second concept from the article that they disagree with or don’t understand- they need to describe why & pose difficult questions that bring a new perspective to the concept.  3. Format/Respect: Full points (5) are given if the post is 1-2 pages in length, respectful/without profanity/written without spelling or grammatical errors and with appropriate referencing.  4. Response Posts: Full points () are given if the student posts a minimum of five responses that are dispersed throughout the discussion period and provide reason and evidence based sources for differences of opinion. There must be evidence that they have read at least 80% of all postings. Use of course rubric as measurement of participation |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type:** Collaborative Teaching Project. In small groups**,** the students will develop, implement, and evaluate a primary, secondary, or tertiary prevention/intervention project. Project should be directed towards a population group within the community of their country of visit. Population group may be defined by a risk factors (e.g., high sugar consumption, obesity, smoking) disease (hypertension, diabetes) or by demographic characteristics (e.g., age [children], gender, race, socioeconomic status).  **Frequency:** once a semester  **Overall grading weight:**18% of the overall grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75%.  **Examples:** See *sample* below  The second PowerPoint on EduCat includes information on the health and health care needs of people living in a Latin American country. By looking at the health indicators, Diabetes Mellitus is a major health issue in Latin-America. Most of the risk factors for diabetes mellitus are modifiable. Conduct a review of the literature for best practices in order to recognize and address risk factors for diabetes mellitus. Create an educational display to use during clinic hours.  Cultural Exchange: Sharing information between our cultures can be transforming for participants on both sides. Create a professional poster presentation of life in Marquette (including geographical referencing to Latin-America).  Dental Hygiene: Previous students noticed the issue of dental decay in the local populations of San Ignacio. Develop an interactive lesson/display for a range of pediatric groups or adults.  **Task Type:** Students participate in **Final online reflection.**  **Frequency:** once after returning from Latin-America  **Overall grading weight:**18%  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75%  **Examples:** See *sample* activities/reflection questions below  Areas that you might consider include the following but you are not expected to address each topic or to answer the questions as if they are a list. These are meant to help you focus your thoughts but you should focus your paper in a manner that is meaningful to you.  (Q) Reflections on the relationship of your experience to expectations for the trip.  (Q) Reflections on how the trip relates to your career goals.  (Q) Reflections on the challenges you experienced. Did you expect to experience these challenges?  (Q) Do you believe this experience will affect your ways of thinking, plans or goals for the future?  (Q) Are there questions you have as a result of the experience?  (Q) What could have been done to better prepare you for this experience?  (Q) What could have been done better to support you during the experience?  (Q) What were positive aspects of the experience for you?  (Q) What were negative aspects of the experience for you?  (Q) If you were to describe the experience to other students, what would you say is the value of the experience? Who should participate in this experience and who should consider other options?  (Q) Reflections related to the group and group processes are also very relevant to the experience. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type:** Implementation of Teaching Projects in Latin-America  **Frequency:** once a semester  **Overall grading weight:**represent 40% of the overall grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75%  **Examples:** See *sample* activity below  ~~Students will participate in an on-line group reflection discussion after our return from Latin-America. The reflection discussion encompasses all of the course objectives. It provides an overview of the student’s experiences related to the course. You will also include an evaluation of your teaching project in this discussion.~~  Students will develop a teaching project prior to travel (using the assignment guidelines-attached) which is presented to their peers and the instructor during class time. All components of the guidelines must be present in the teaching plan for a ‘pass’ or ‘fail’ of the activity. Students are given feedback in order to revise lesson plans. The lessons are implemented in Latin-America under the supervision of an instructor. Upon return from travel, students post a self-evaluation of their teaching on a final discussion board.  **Task Type:** Travel to Latin-America and actively participate in all course related activities  **Frequency:** this is on-going work in Latin-America for 10 days  **Overall grading weight:**40%  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75%  **Examples:** See *sample* reflection questions discussed above, sample activity below  Students will record their journal every day and reflect upon it with the professors and groupmates in a daily basis during once a day debriefing after clinics. Student will use their journals at the end of the trip as a reference guide for their post online discussion |

**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.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | **Task Type:** Students independently learn about the Latin American country through an online audio power-point. They are expected to take the quiz until they achieve a 90% or better. This helps to ensure that the students have read and absorbed critical material prior to travel. ~~within two tries.~~  **Frequency:** Once.  **Overall grading weight:**13% (30 out of 230 points)  **Expected Proficiency Rate:** The criterion level for *proficient* is ~~at 90%. (~~ that 100% of the students will achieve a 90% or better on this quiz).  **Examples:** See sample quiz questions below.  1. When considering the cultural norms of Belize, which of the following is correct?  Select one:  a. Marriages are most often arranged.  b. Family does not play an important role in Honduras.  c. Belize has gender equality. This is especially true with reproductive issues. Females have full control over issues such as birth control.  d. Some couples live together in Belize without marriage  2. In the assigned article, Grusky states that service learning increases:  Select one:  a. tolerance  b. civic responsibility  c. understanding social problems  d. All of the above were stated as increased by service learning.  **Task type:** Students will attend ~~participate~~ in pre-travel sessions.  **Frequency:** Four two-hour classes held every other week.  **Overall grading weight:** Pass/Fail.In order to go on the trip the pre-travel sessions are mandatory. In the event that a student is ill and unable to make a session, they must make up the session with one of the instructors.  **Expected Proficiency Rate:** 100% of the students will participate in 100% of the pre-travel sessions.  **Examples:** Pre-travel sessions include: 1) A discussion with NMU Health center physician regarding planning for individual health issues while abroad (required medications, suggested immunizations); 2) A risk-management discussion regarding personal safety while traveling in Latin America; 3) a Skype session with our in-country coordinator/guide to review cultural differences and prepare students for the need to be tolerant; 4) Review of clinical skills required to participate in clinics; and 5) Small group discussions on developing collaborative teaching assignments.  **Task Type:** Participation in Garifuna drumming activity while in-country. In order to get participation points, the students must actively take part in this cultural activity-this involves dancing/singing.  **Frequency:** One evening during the trip  **Overall grading weight:** 10% or 10 points (participation in-country is worth 100/230 points or 43% of the course grade)  **Expected Proficiency Rate:** Satisfactorily participated versus did not participate. It is expected that 100% of the students will participate barring unforeseen illness. Students who do not participate or refuse to participate will not receive points.  **Examples:** This drumming ceremony involves a discussion of the history of the Garifuna people and their cultural use of drumming as a method of communication, survival, and entertainment. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type:** Online discussion on international service learning.  **Frequency:** Once  **Overall grading weight:**17% (40/230 points)  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% with the expectation that 100% of the students will achieve this benchmark.  **Examples:** A rubric is used to measure proficiency. Students are graded in four categories:  1. Response/relevance: Full points (10) given if a student is able to write about one concept from the readings that they feel is important and will impact their approach to service learning projects in Belize. The expectation is that students will also discuss additional peer-reviewed or quality sources in their post.  2. Critical Analysis: Full points (10) are given if the student writes about a second concept from the article that they disagree with or don’t understand- they need to describe why & pose difficult questions that bring a new perspective to the concept.  3. Format/Respect: Full points (10) are given if the post is 1-2 pages in length, respectful/without profanity/written without spelling or grammatical errors and with appropriate Referencing.  4. Response Posts: Full points (10) are given if the student posts a minimum of five responses that are dispersed throughout the discussion period and provide reason and evidence based sources for differences of opinion. There must be evidence that they have read at least 80% of all postings.  **Task Type:** Students participate in nightly debriefing/discussions while in-country. There is a nightly round-robin discussion and each student is expected to discuss activities of the day and how Belizean culture compares/contrasts to our US culture.  **Frequency:** 8 sessions.  **Overall grading weight:**10% or 10 points (participation in-country is worth 100/230 points or 43% of the course grade) Students who refuse to share an experience from the day will not earn points for that day. (In three years, this has never happened, students are VERY excited to discuss their individual experiences and the differences in culture).  **Expected Proficiency Rate:** Satisfactorily participated versus did not participate. It is expected that 100% of the students will participate barring unforeseen illness.  **Examples:**  During nightly debriefing/discussions students reflect on many aspects of the day including: 1) What went well during clinical times/ what could have been improved; 2) Personal goals for the next day; 3) Observations regarding cultural differences and similarities- our Belizean coordinator/guide adds a rich dimension to this aspect of our discussion; and 4) General sharing of the different activities students were able to participate in. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Task Type:** Students participate in clinical activities while in-country. While in the community clinics, this includes taking vital signs, measure blood sugar levels, assessment of injuries/chief complaints under the direction of an instructor, and managing the distribution of ordered medications (under the direction of the instructor). As this is an interdisciplinary course, many of the students are learning these skills for the first time- before being allowed to do these with patients, the student must repeat the task with the instructor until reaching competence.  **Frequency:** 8 full days  **Overall grading weight:**80 points (participation in-country is worth 100/230 points or 43% of the course grade) To receive full points, each student must participate in all clinical stations and clinic activities as assigned.  **Expected Proficiency Rate:** Satisfactorily participated versus did not participate. It is expected that 100% of the students will participate barring unforeseen illness.  **Examples:** See *sample* activities  Active participation in conducting community health clinics; implementing collaborative teaching lessons in classrooms; participating in tours of hospital/long-term care settings/local pharmacies; attending home visits; and attending a lecture by a local health care provider.  **Task Type:** Design a Collaborative Teaching Assignment  **Frequency:** One Teaching lesson plan  **Overall grading weight:**17% (40 out of 230 points)  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as students often don’t appreciate the planning process needed for an international lesson plan until after they evaluate what they could have done better!  **Examples:** Students are given a template asking them to identify a topic, project objectives for the learners, project objectives for the group, a specific action plan (considering an assessment of the learners: age/ health literacy levels/teaching methods/supplies needed), and a minimum of three professional references used to develop their teaching plan. |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | **Task Type:** Students participate in clinical activities while in-country. Students participate in nightly debriefing/discussions while in-country. Students are expected to report on at least one ethical issue they identified during their clinical day.  **Frequency:** 8 full days/nights  **Overall grading weight:** 80 points for daily participation 10% or 10 points for nightly debriefing/discussions (participation in-country is worth 100/230 points or 43% of the course grade)  **Expected Proficiency Rate:** Satisfactorily participated versus did not participate. It is expected that 100% of the students will participate barring unforeseen illness.  **Examples:** During the clinical days, students often come across ethical issues that they need to discuss with one of the instructors or with the in-country coordinator/guide. For example, patients will come to the clinic with critical illnesses which requires hospital care and yet they refuse to go to the hospital due to economic or travel concerns. Or a patient will arrive with an easily treated cosmetic problem (in the US) that they have lived with for a life-time- the instructors take time as necessary to process student concerns during the day. In the evening, students and instructors (or the group) are able to have more in-depth discussions regarding health care systems in third world countries including how politics throughout the world determine how people access healthcare.  **~~Task Type~~**~~: Reflection Discussion~~  **~~Frequency~~**~~: Once~~  **~~Overall grading weight~~**~~: 17% (40/230 points)~~  **~~Expected Proficiency Rate:~~** ~~It’s expected that 100% of the students will achieve at least 75% on this activity. Students are often eager to share a post reflection with others with whom they have shared a rich and life changing experience.~~  **~~Examples:~~** ~~Students are expected to discuss how the course objectives were met. Daily journaling is encouraged and these entries are then used for this reflection, A list of potential topics to discuss include: Positive and negative aspects of the experience; How the experience will affect the students ways of thinking, plans, or goals for the future, and how challenges experienced were expected or unexpected.~~ |