GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Health Solutions
Department: School for the Science of Health Care Delivery

Prefix: MED Number: 300 Title: Historical and contemporary issues in health Units: 3

Is this a cross-listed course? No If yes, please identify course(s)
Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? Yes
If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials: NW (Required)

Course description:
Requested designation: Historical Awareness–H Mandatory Review: Yes
Note- a separate proposal is required for each designation.

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2016 Effective Date: October 1, 2015
For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
☒ Signed course proposal cover form
☒ Criteria checklist for General Studies designation(s) being requested
☒ Course catalog description
☒ Sample syllabus for the course
☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Natalia Wilson E-mail: Natalia.Wilson@asu.edu Phone: 602-496-0330

Department Chair/ Director approval: (Required)
Chair/Director name ( Typed): Natalia Wilson Date: 01/19/2016

Rev. 4/2015
Chair/Director (Signature): 

[Signature]

ARIZONA STATE UNIVERSITY

Rev. 4/2015
MED 300

Faculty Information:
Name
Office: Location
Phone: (xxx) xxx-xxxx
Email address:
Office hours:

Course Information: MED 300

Course Title: Historical and Contemporary Issues in Health

Credit Hours: 3

Course Modality: Face-Face Course

Course Meeting Information:
Day of Week and Times
Location

Prerequisites: HSC 320

Corequisites: None

Catalog Description: Introduction to the history of medicine in the modern world and its relationship to contemporary issues in medicine with emphasis on the broader context of ways in which technology, personalized medicine, genomics, ethical issues, and shared decision-making between patients and providers have evolved.

Course Overview: The focus of this course is on the history of modern medicine and the evolution into contemporary issues facing health care today. Specific issues such as technological advances, personalized medicine, genomics, electronic medical records, telemedicine, patient-centered care, and ethical issues involved with these advances will be examined. A description of how these important issues currently impact health care providers will be examined.
Learning Outcomes:

At completion of this course students will be able to:
1. Explain the historical development of modern medicine and its evolution to contemporary issues in health.
2. Gain perspective on the ethical implications of contemporary health care in the social, cultural, and political context.
3. Understand the implications of science and medicine in shaping professional roles and patient expectations.
4. Identify concepts of personalized medicine that contribute to improved health outcomes.

Course Materials:
Required: Assigned readings. There is no textbook for this course.
Optional: None

General Topic Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activities</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Intro to course</td>
<td>Discussion of course, readings,</td>
<td>Cambridge Journal of Medical History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assignments, expectations, etc.</td>
<td>WHITHER MEDICAL HISTORY?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Douglas Guthrie</td>
</tr>
<tr>
<td></td>
<td>medicine</td>
<td></td>
<td>Pack &amp; Grant. The influence of disease on</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>history.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Discussion of man’s way of life,</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>environment, and disease as influence on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>human history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>The Flexner Report</td>
<td>Lecture/summary</td>
<td>Download any version of the original Flexner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Report</td>
</tr>
<tr>
<td>Week 5</td>
<td>The Flexner Report</td>
<td>Group discussion compare and</td>
<td>Academic Medicine, Vol. 85, No. 2 /</td>
</tr>
<tr>
<td></td>
<td></td>
<td>contrast.</td>
<td>February 2010 Commentary: Understanding the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Flexner Report Kenneth M. Ludmerer, MD</td>
</tr>
<tr>
<td>Module 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>From theory to practice</td>
<td>Class discussion: Products of health science research and practices. Participatory research</td>
<td><a href="https://www.uth.edu/dotAsset/ae31f4bf-f8ec-4d93-8f1e-2b8f10459a49.pdf">https://www.uth.edu/dotAsset/ae31f4bf-f8ec-4d93-8f1e-2b8f10459a49.pdf</a>&lt;br&gt;An ethics framework for a learning health care system: A departure from traditional research ethics and clinical ethics. Students to choose one other article of their choice to discuss in groups regarding participatory research.</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>Clinical Informatics</td>
<td>Lecture Health technology; Electronic medical record</td>
<td><a href="http://www.healthit.gov/">http://www.healthit.gov/</a></td>
</tr>
<tr>
<td>Module 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td>Technology: Wearable technologies Technology: telemedicine</td>
<td>Lecture/ Group presentations</td>
<td>Project Honeybee at ASU <a href="http://sustainablehealth.org/honeybee/">http://sustainablehealth.org/honeybee/</a> Each group will present on aspects, costs, benefits of telemedicine</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>Genomics</td>
<td>Lecture</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td>Resource allocation: limited medications and donor organs</td>
<td>Lecture Class discussion</td>
<td>TBD <a href="http://www.fda.gov">www.fda.gov</a> FDA mobile app for drug shortage information.</td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td>Student panel/PPT discussions.</td>
<td>Final Group presentations</td>
<td>None</td>
</tr>
</tbody>
</table>

**Course Grading**

**Methods of Instruction:**
This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, course material, and posting of grades. The course can be accessed at [http://myasu.edu](http://myasu.edu) or [http://myasucourses.asu.edu](http://myasucourses.asu.edu)
Activities in this course include lectures and presentations, textbook and supplemental readings, and individual and group activities.
Methods of Evaluation:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Number in Course</th>
<th>Total Course Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>3</td>
<td>45%</td>
</tr>
<tr>
<td>Reflection papers</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>15</td>
<td>15%</td>
</tr>
</tbody>
</table>

Description of Assessments

**Discussion Board Participation:** The course is divided into three, 5 week modules. There is a discussion board at the conclusion of each module. Students are to choose an article (not from the assigned readings) related to one topic from the weekly outline for each of the five weeks, critique and discuss in a PPT attachment: a brief description of the topic, stakeholders, relevance, and impact on providers and consumers. Students are to respond to at least 2 members of their group, citing references to the literature that differs from the group member's post.

**Reflection Papers:** Students will write 3 reflection papers (one per module) on one of the assigned readings from the module. The paper should be limited to 2 pages not including cover and reference page with the following: Why did you choose the article and how will it affect your future career goals? How can the information be used in practice vis-à-vis between provider and patient? What ethical or social concerns are involved? What are the implications for future research?

**Final Presentation:** Each group will present either in panel or PPT from one of the discussion board topics of interest for the group over the course of the semester. Groups will decide on their topic, and use the dedicated discussion board to formulate the presentation prior to class.

**Grading Procedure**
Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 72 hours of the due date via the My Grades tab in Blackboard.

**Grading:** The grading scale for this course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
</tr>
</tbody>
</table>
B  83-86  
B- 80-82  
C+  77-79  
C  70-76  
D  60-69  
E  59 and below  

Course Policies & Procedures

Technology Enhanced Course
This is a face-face course that requires attendance in face-face meetings and utilization of online resources.

Communicating With the Instructor
This course uses a Blackboard™ discussion board called “Hallway Conversations” for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. Email questions of a personal nature to your instructor or assigned TA or schedule an appointment during office hours. You can expect a response within 48 hours.

Email and Internet
ASU email is an official means of communication among students, faculty, and staff (http://www.asu.edu/aad/manuals/ssm/ssm107-03.html). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail regularly. All instructor correspondence will be sent to your ASU email account.

Campus Network or Blackboard™ Outage
When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be change to the next day (assignment still due by 11:59PM). If an outage occurs, it is expected that you will confirm that the outage is with the University and not with your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (http://syshealth.asu.edu/). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment
This three-credit 15 week course requires approximately 135 hours of work. Please expect to spend around 9 hours each week preparing for and actively participating in this course.
Late or Missed Assignments
Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request accommodation for religious practices (http://www.asu.edu/aad/manuals/acd/acd304-04.html) or to accommodate a missed assignment due to University sanctioned activities (http://www.asu.edu/aad/manuals/acd/acd304-02.html).

Submitting Assignments
All assignments unless otherwise announced, MUST be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

Drop and Add Dates/Withdrawals
This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (http://students.asu.edu/academic-calendar). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (http://www.asu.edu/aad/manuals/ssm/ssm201-08html)
- Medical/Compassionate Withdrawal (http://www.asu.edu/aad/manuals/ssm/ssm201-09html)
- Grade of Incomplete (http://www.asu.edu/aad/manuals/ssm203-09.html)

Grade Appeals
Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (https://catalog.asu.edu/appeal).

Student Conduct and Academic Integrity
ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (http://www.asu.edu/aad/manuals/ssm/ssm104-01.html), Computer, Internet, and Electronic Communications policy (http://www.asu.edu/aad/manuals/acd/acd125.html), ASU Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity), and outlined by the Office of Student Rights & Responsibilities (https://eoss.asu.edu/dos/srr). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (http://www.asu.edu/aad/manuals/ssm/ssm104-02.html). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (http://www.asu.edu/aad/manuals/usi/usi201-10.html).
Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor. The Office of Student Rights and Responsibilities accepts incident reports (https://eoss.asu.edu/dos/srr/filingreport) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services
In accordance with ACD 304-06 Commercial Note Taking Services (http://www.asu.edu/aad/manuals/acd/acd304-06.html), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation
Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer
The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement
Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (https://eoss.asu.edu/drc/contactus) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (http://eoss.asu.edu/drc) for eligibility and documentation policies.
Email: DRC@asu.edu
DRC Phone: (480) 965-1234
DRC FAX: (480) 965-0441
Technical Requirements & Support

Computer Requirements
This course requires Internet access and the following:
- A web browser. Please use only Google Chrome (https://www.google.com/chrome) or Mozilla Firefox (http://www.mozilla.org/en-US/firefox/new/)
- Adobe Acrobat Reader (http://get.adobe.com/reader/)
- Adobe Flash Player (http://get.adobe.com/flashplayer/)
- Microphone (optional) and speaker

Computer Skills Requirements
It is expected that you will be able to do at least the following tasks on a computer:
- Use the Blackboard™ Learning Management System (see https://myasu.force.com/akb?id=kA3d00000004jh4 for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs

Technical Support
This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at http://my.asu.edu or the Blackboard™ home page at http://myasucourse.asu.edu/.

To monitor the status of campus networks and services, visit the System Health Portal at http://syshealth.asu.edu/ or via Twitter by following @ASUOutages.

To contact the help desk you have two options:
- Website: assessed through the MyASU Service Center at http://my.asu.edu/service
- Chat: assessed through the MyASU Service Center at http://my.asu.edu/service
- Call toll-free at 1-855-278-5080

Title IX
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students
Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[H] CRITERIA**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. History is a major focus of the course. MED 300 syllabus pg 1-4.</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>2. The course examines and explains human development as a sequence of events influenced by a variety of factors. MED 300 syllabus pg 1.</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time. MED 300 syllabus pg 2-4.</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. MED 300 syllabus pg 2-4.</td>
</tr>
</tbody>
</table>

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses that are merely organized chronologically.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the history of medicine in the modern world.</td>
<td>MED 300 syllabus pg 1-4. Provides description of course outcomes and general topic schedule.</td>
</tr>
<tr>
<td>2</td>
<td>Explained in the learning outcomes for the course that involve historical development and evolution of health from a social, cultural, and political context.</td>
<td>MED 300 syllabus pg 2. Learning outcomes are described in relation to course overview and course description.</td>
</tr>
<tr>
<td>3</td>
<td>Examines the influence of disease on individuals and evolutionary milestones affecting health and health care system.</td>
<td>MED 300 syllabus pg 2-4. Weekly topics introduce the student to modern medicine and important issues affecting individuals and systems related to disease, medical education, research and recent advances such as electronic medical records, personalized medicine, health technology and health care quality over time.</td>
</tr>
<tr>
<td>4</td>
<td>The course examines events shaping modern medicine and their implications and contributions to improving health outcomes.</td>
<td>MED 300 syllabus pg 2-4. Background and history of medicine, history of improved medical education, ethical dimensions of health care delivery, recent medical advances and technology, improving quality, and resource allocation.</td>
</tr>
</tbody>
</table>
Appendix 1 Catalog Description MED 300 Historical and Contemporary Issues in Health

Introduction to the history of medicine in the modern world and its relationship to contemporary issues in medicine with emphasis on the broader context of way in which technology, personalized medicine, genomics, ethical issues, and shared decision-making between patients and providers have evolved.