Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: School of Nursing
   Department: Nursing

2. Course Prefix and Number: NURS 3970

3. Effective Term: Summer 201

4. Course Title:
   Global Perspectives in Health Care and Society
   Abbreviated Title (30 characters or less): Glob. Perspectives in Health

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course
   Current Course Number: NURS 3970
   Proposed Course Number: NURS 3970

6. Course Credit:
   Contact/Group Hours 125
   Scheduled Type: Lecture/Lab
   Weekly or Per Term? Term
   Credit Hours 6
   Anticipated Enrollment 10
   Total Credit Hours: 6

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:
   None

9. Restrictions:
   List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    Learning about health care in Spain by immersing the student totally into
    the Spanish language and culture as part of a study abroad experience.

11. May Count Either Program Type or Program Title (Indicate if this particular course cannot be
     counted for credit in addition to another)

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more
    space is required)

13. Overlapping or Duplication of Other Units’ Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is
    in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification:

New course

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

The course will only be taught in the summer and is self-sustaining through the cost of the course to the student and through the AU abroad program

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes:

The learning outcomes for the student are:

- Broaden their expressions and vocabulary range in the area of Health Care professions.
- Increase their oral fluency to facilitate the interaction between Health Care professionals and patients and their relatives.
- Develop and improve listening and reading skills, and improve writing skills.
- Acquire learning strategies for the future.
- Improve knowledge of Spanish culture.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

The learning objectives for the health care component of the course will be to learn about the culture and health care in today’s Spain. The lessons on these topics will be taught through classroom lectures while learning Spanish and through field laboratory excursions to governmental agencies, health care organizations, museums, wineries, research centers, newspaper and magazine publishers, and other organizations. There are eighteen to twenty field laboratories during the five weeks in Spain.

Topics in Health care Administration and Policy:

- Public Health Care in Spain
- Health and welfare
- Family medicine
- Nursing consultancy
- Health promotional campaigns
- Hospitals and health care organizations in Spain
- Emerging innovations in health care
- Health care Policy in Spain
- Research Issues in Health care
- Invention and patents
- Legal Environment in Health care in Spain
- Meetings, clients and suppliers
- Presentations and congress
- Maternity and pediatrics
- Specialties: Trauma, burns, cardiology
- Specialties: Allergy, ophthalmology, dermatology
- Specialties: Surgery, radiology, anesthesia
- Emergent care
- Quality
- Health care Information Systems
- Safety issues
- System and process
- Nutrition and Diet: Healthy eating habits
- Managed Care and Case Management in Spain
- Vision for the future

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)
18. Assignments / Projects:

Attendance and Daily Evaluation Report from Instructors: Students are required to attend all scheduled classes and field laboratories. The instructors will prepare a short evaluation for each student daily which will be graded cumulatively by the Auburn faculty member.

Weekly Field Laboratory Reports: Students are required to write a short report of their most memorable field laboratory experience for the week.

Final Project: Students are required to develop a project in an area of their choice to share with class members. The project should be primarily from their experiences and lessons in their classes and/or field laboratories. The report will be in English.

(List all quizzes, projects, reports, activities and other components of the course grade – including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Grading and Evaluation Procedures:
50% Attendance and daily Evaluation Report from instructors
25% Weekly Field Laboratory reports
25% Final Project
Grading will be S/U.

(List all components of the course grade – including attendance and/or participation if relevant – with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Include below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 128B Haley Center, 844-2096 (V/TT).