

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School	<b>Leadership and Interdisciplinary Studies</b>
Prefix:	<b>IDS</b>	Number:	<b>302</b>
Title:	Topic: Interdisciplinary Forecasting		Units: <u>3</u>

Course description: **Develops integrative skills to create new understandings, models, products and ideas.**

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 Topic: Interdisciplinary Forecasting

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** Literacy and Critical Inquiry–L **Mandatory Review:** (Choose one)

*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](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

**Area 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. 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.

**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 \(SQ/SG\)](#)
- [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 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 Jessica Hirshorn E-mail jessica.hirshorn@asu.edu Phone 480-727-7337

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Kevin Ellsworth Date: 2/13/20

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Syllabus</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Syllabus</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">Syllabus</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p>C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

## Course Description

IDS 302 - Integration Skills

Develops integrative skills to create new understandings, models, products and ideas.

Course Prefix	Number	Title	General Studies Designation
IDS	302	Interdisciplinary Forecasting	L

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.**

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	55% of the final course grade is based on individual writing assignments.	The following assignments are individual writing assignments: Integration Brainstorm, Newell's Seven Steps, Literature Review draft & final, Black Mirror Questions, Science Fiction Story draft & final, White Paper Draft and final, Life Plan Final
2	This course requires students to analyze current trends, cycles, problems and changes using critical thinking, integration and futures forecasting skills to try and predict what the future might entail and its influence on their future career goals and trajectory.	The Literature Review, Fictional Story (which is based on current trends/ evidence), White Paper and the Life Plan assignments all require gathering, interpreting and evaluating evidence.
3	The course includes four writing and two speaking assignments that are in-depth and require students to critically engage with the course material.	Writing assignments include: Literature Review, Science Fiction Story, White Paper and the Life Plan. All three of these assignments are substantial writing assignments that require students to critically engage with the course material. Speaking assignments include: the sector presentations and White Paper presentations. Students are also able to read their Science Fiction stories for extra credit.
4	Three of the course assignments require a rough draft (with instructor comments and feedback), peer review and a final paper. On all three of these assignments students will be required to edit and revise their work based upon feedback from their professor and peers.	The Literature Review, Science Fiction Story and White Paper all require a rough draft, peer review and final paper. Both the professor and/ or the student's peers will review and edit these three assignments. Students will make revisions based on the feedback received for their final versions. Students are also able to redo these assignments and turn them back in for a higher grade.



## IDS 302: Topic Interdisciplinary Forecasting

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**Instructor:** Dr. Jessica Hirshorn

**Contact Info:** [jessica.hirshorn@asu.edu](mailto:jessica.hirshorn@asu.edu)

**Office Hours:** By appointment (or after class), USE 230

**Phone:** 480-727-7337

**Course Time and Location:** Tuesday and Thursdays 12:00-1:15, PVW 159

**Catalog Description:** In this course, students develop integrative skills to create new understandings, models, products and ideas.

**Topic Description:** This class will utilize an interdisciplinary forecasting model to examine current trends and their possible effect on our world. Through this course, students will examine current scientific, technological, social and educational trends and try to predict what our world will look like in the future. Students will also examine their specific fields of study and career aspirations to identify trends and industry changes that may occur. After examining what our future world might look like students will create a plan for their own future career and life trajectory.

### **Student Learning Outcomes for all IDS 302 Courses:**

Student Learning Outcomes

Through in class presentations, readings, research and written assignments, students will be able to:

- Develop forecasting skills using a futures model.
- Learn to make future predictions based on current trends.
- Enhance their ability to examine future trends from a variety of disciplinary perspectives
- Integrate insights gained from examining future trends and apply the insights to their own life planning.
- Improve interdisciplinary inquiry skills by researching current trends.
- Understand the distinction between primary and secondary research, and the role of existing literature.
- Analyze a problem, trend or cycle using multiple disciplinary perspectives

- Ask appropriate questions about forecasting, such as: epistemology (how do we know what we know), value and relevance, philosophy of science, evidence associated with a claim, believability of expert opinion, use of statistics, bias, reliability, validity. Critical Thinking extends beyond affirmation of the status quo or appeals to "common sense." Investigating problems with a critical eye means uncovering something about our world.
- Increase critical thinking skills.
- Clarify personal values and life goals.
- Improve writing skills through the creation of a life plan

**Literacy Course Designation:** This is a "L" designated course and an "L" course is required for graduation. In this course in you will demonstrate course competencies through writing assignments. Meeting the general studies designation "L" L= literacy and critical thinking Literacy is competence in written and oral discourse; critical inquiry is the gathering, interpretation, and evaluation of evidence. The literacy and critical inquiry requirement help students sustain and extend their ability to reason critically and communicate clearly through language.

**Commented [JH1]:** Notification to students that this is an "L" Designated course.

**Prerequisites:** Student must have completed IDS/BIS 201 or IDS/BIS 301 with a C or better prior to taking this class.

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>

**Textbook and Readings:**

Draudt, A. (2016). What the Foresight: Your personal futures explored. Defy the expected and define the preferred. Createspace Indep Pub.

Weekly readings will be available on-line through canvas or will be distributed in class.

**Course Requirements:**

All students are expected to complete the following requirements:

All grades will be entered into Canvas grade book. This course is worth a total of 100 points. 2% of the assignments total value will automatically be deducted for each day that an assignment is late.

**Assignment points:**

Participation, 20pts

Integration Brainstorm Assignment & Environmental Scan Articles, 5 pts

Newell's Seven Steps, 2pts

Sector Presentations, 10pts

Literature Review Draft and Final, 10pts

Black Mirror Questions, 3pts

**Commented [JH2]:** Criteria 1

**Commented [JH3]:** Criteria 1

**Commented [JH4]:** Criteria 3

**Commented [JH5]:** Criteria 1, 2, 3 & 4

**Commented [JH6]:** Criteria 1



Science Fiction Story Draft & Peer Edit 5 pts  
 Final Science Fiction Story, 10pts  
 White Paper Presentation, 5pts  
 White Paper Draft and Final Paper, 10pts  
 What the Foresight Workbook, 10pts  
 Life Plan Final, 10pts  
 Extra Credit: Story Presentation, +3pts

**Commented [JH7]:** Criteria 1,2,3,4

**Commented [JH8]:** Criteria 1,2,3,4

**Commented [JH9]:** Criteria 3

**Commented [JH10]:** Criteria 1,2,3,4

**Commented [JH11]:** Criteria 1,2

**Grading Scale:**

A 100-90 B 89-80 C 79-70 D 69-60 E 59 & below

**Course Schedule**

Date	Topic	Due
8/22	Introduction to The Course	Read over Syllabus
8/27	Overview of Interdisciplinary Futures Model	Readings on Canvas
8/29	Integration Brainstorm & Sector Groups	Readings on Canvas, think about possible topics and come prepared to brainstorm further
9/3	Integrative Models (Newell and Repko) & Environmental Scan Discussion	<b>Integration Brainstorm Due</b> <b>Web-search (environmental scan), bring at least two related articles to class.</b>
9/5	Literature Review	<b>Newell's Seven Steps Worksheet Due</b>  Readings on Canvas
9/10	Literature Review (Librarian visit)	Readings on Canvas
9/12	Work Day (prepare sector presentations and work on Literature reviews), Future Wheels	
9/17	<b>Social Sciences Presentation:</b> Psychology, Sociology, Anthropology, Education, Health, Education, Justice Studies, (Communication)	<b>Presentations, activity &amp; discussion</b>

**Commented [JH12]:** Criteria 1

**Commented [JH14]:** Criteria 1

**Commented [JH13]:** Criteria 1, Criteria 2, Criteria 3, Individual

**Commented [JH15]:** Criteria 3

9/19	<b>Humanities &amp; Fine and Performing Arts Sector Presentation:</b> English, Language Studies, Area Studies, Art, Music, Theater, Dance, Design Studies, Film, Religion, Philosophy, History, (Communication)	<b>Presentations, activity &amp; discussion</b>
9/24	<b>Natural Sciences Sector Presentation:</b> Earth Sciences, Biology, Chemistry, Physics, Engineering, Math, Computer Science, Game Design, Environmental Studies, Sustainability, Construction Management	<b>Presentations, activity &amp; discussion</b>
9/26	<b>Business and Leadership Related Sector Presentation:</b> Business, Organizational Leadership, Economics, Data Analytics	<b>Presentations, activity &amp; discussion</b> <b>Literature Review Draft Due (can be revised based on instructor feedback)</b>
10/1	Black Mirror: "Fifteen Million Merits" Season 1 episode 2.	Readings on Canvas, submit <b>two discussion questions</b> drawing from readings for class discussion after watching the episode
10/3	<b>Story Creation/ Elements of a Story –</b> Create possible scenarios for the future. Pretend you are writing an episode of Black Mirror.	Canvas Readings
10/8	Guest Speakers Don Doerres & Jeff Dunteman, Create Alternative Images	Come to class with prepared to discuss your story ideas
10/10	Create Preferred Futures (visions)	
10/15	<b>Fall Break, No Class</b>	
10/17	<b>No Class</b>	
10/22	Peer Edit Science Fiction Stories	<b>Science Fiction Draft due</b>
10/24	Create an Action Plan (White paper)	Read about White Papers
10/29	Story Presentations	<b>Science Fiction Story's Due</b> <b>Extra Credit, Class Reading</b>
10/31	Work Day, White Paper Writing Peer Edit & Presentation Planning	

**Commented [JH16]:** Criteria 3

**Commented [JH17]:** Criteria 3

**Commented [JH18]:** Criteria 3

**Commented [JH19]:** Criteria 4, students can redo lit review based on feedback from professor.

**Commented [JH20]:** Criteria 1

**Commented [JH21]:** Criteria 1, Criteria 2

**Commented [JH22]:** Criteria 4 (peer edit)

**Commented [JH23]:** Criteria 1,2,3,4 (story), presentation is extra credit, so it doesn't count

**Commented [JH24]:** Criteria 1, Criteria 2,

**Commented [JH25]:** Criteria 4 (during work day students and professor reads each other's drafts before turning in final copy). Assignment can be redone based on feedback from peer and from professor.

11/5	White Paper Presentations	
11/7	White Paper Presentations	White paper due
11/12	Career Services Internships, and Employment	
11/14	Future Visions- What foresight is Nick Maddox	What the Foresight: Pages 6-25, Future Predictions
11/19	Life Planning: Identify Change / Research your field. Life Plan Assignment Explained	What the Foresight: Pages 26-35, Environmental Scan of your future field/ career
11/21	Life Planning: Impacts and Implications of Change	What the Foresight: Pages 36-43
11/26	Life Planning: Alternative images of the Future	What the Foresight: Pages 44-63
11/28	<b>Thanksgiving, No Class</b>	
12/3	Life Planning: Visions of your preferred future & Action plan for your future	What the Foresight: Pages 64-85, Finish the book and complete all the exercises
12/5	Action Plan for your future & Class Wrap-up	<b>Bring workbook to class to be graded.</b>
12/10	Final Paper: Life Plan (Submit Online)	Life Plan Due

**Commented [JH26]:** Criteria 3, presentations

**Commented [JH27]:** Criteria 1, Criteria 2, Criteria 3, Criteria 4 White Papers

**Commented [JH28]:** Criteria 1, Criteria 2

**\* Schedule is subject to change**

**Description of Assignments and Grading:**

**Participation & Attendance:** (20%) It is expected that you will attend class regularly and participate in class discussions and exercises. Absences will be excused only in case of emergency or official university business and **four or more absences could result in failing the course.**

**Integration Brainstorm Assignment & Articles:** (5%) Each student will be responsible for completing a brainstorming that helps them to integrate their areas of study with a current trend, cycle, problem or change. Each student will be responsible for doing an environmental scan of the literature and reporting on two articles related to a future trend, cycle, problem or change as part of a class discussion. Brainstorms and article scans should be a minimum of two pages and include two article sources.

Commented [JH29]: Criteria 1

**Newell's Seven Steps Worksheet** (2%): Examine your research question using Newell's Seven Steps. Complete the assigned worksheet.

Commented [JH30]: Criteria 1

**Literature Review:** (10%) Students will be responsible for writing a literature review based upon a trend, cycle, problem or change that relates to their areas of study. Reviews should be double spaced and include at least four sources, two of which need to be primary research. Primary research is original research done by the researcher. Reviews should be approximately 6 pages and should be cited in APA and use 12-point font. After receiving feedback from the professor students can choose to revise this assignment and it will be regraded.

**Note for the L-Committee:** This is a research paper where students are required to have a minimum of 6 sources, three of which must be primary sources related to their topic. This assignment helps to sharpen students research skills, their writing skills and their critical thinking skills. The assignment involves gathering, interpreting and evaluating evidence and requires critical thinking. This paper is considered a substantial writing assignment. Students are able to get feedback and redo this assignment. In order to help meet the L qualifications I am changing this assignment to being 6 pages (instead of 4) and needed six sources three of which need to be primary sources.

**Sector Presentations:** (5% Individual grade, 5% group grade) Each group will be responsible for teaching one day of class. The presentations must include an overview of future trends, cycles, problems or changes related to your group's chosen topic. Each group will be responsible for giving an overview presentation, developing an activity and leading a discussion on the topic. Each member of the group must present for at least five minutes, sector presentations must also include an activity and interactive discussion and last at least an hour. An individual and group grade will be assigned. Individual grades are based upon the individual five-minute presentations and the group grade is based upon the activity, interactive discussion, and overall presentation.

Commented [JH31]: Criteria 3

**Note for L-Committee:** Although the overarching presentation is a group presentation, this assignment includes individual presentations on their specific topics that each individual student wrote their literature reviews on. The group part is meant to be a way to cluster the individual presentations by theme or sector. Each individual student is responsible for a 5-minute presentation. Both a group and an individual grade are assigned.

**Black Mirror Questions:** (3%) Each student will submit two discussion questions drawing from readings for class discussion after watching the episode

Commented [JH32]: Criteria 1

**Science Fiction Story:** (Draft 3%, Peer Edit 2%, Final Story 10%, Presentation extra credit 3%)

Pretend you are writing an episode of Black Mirror. And write a minimum of five-page science fiction story. Each story should be futuristic and related to the student's area of study and their group's chosen current trend, cycle, problem or change. Stories will be peer-edited in class and can also be revised and regraded back on instructor's feedback. This assignment requires you to think critically and forecast what could or might become in the future given current trends, problems, cycles etc...

Commented [JH33]: Criteria 1, 2, 3, 4

Note for L-Committee: In my feedback from the committee it mentioned that this assignment did not include critical thinking. I apologize if my explanation did not explain how this assignment absolutely requires critical thinking skills. It's not just a Science Fiction story for the sake of writing a science fiction story, this is an important step in the 5 step futures forecasting process. The step requires students to write future scenarios based upon current trends and predications. It is based upon cause and effect thinking. Where students take a current trend, change or problem and research it, next they develop a futures wheel that examines secondary and tertiary cause and effect relationships. The third step is for students to think about possible futures based on their cause and effect relationships and then bring those futures to an extreme as a possible future (like what is done with the Netflix series Black Mirror). The purpose of this assignment is to help students to think critically about what could happen, not what will happen, but what is possible. That's how it becomes a Science Fiction story. This is a major assignment that begins with an award-winning Science Fiction writer and an amateur writer (who worked in the Mars lab at ASU) visiting the class and giving individual consultations with every student. The consultations help students to develop their story and think critically about what could happen in the future given the current trend, cycle, problem or change. Students then write rough drafts and peer edit each other's drafts. Finally, we have a special day where I provide Pita Jungle (lunch) and students get extra credit for reading/ presenting their stories. This assignment absolutely meets all four criteria and is a major assignment for this class with consultations, drafts, and peer reviews. Also, while only 5 pages are required some of the stories are much longer. In fact, I received feedback from one student whose story was 12 pages that I need to expand the length that the stories can be, so I just changed the assignment description slightly to say a minimum of five pages instead of five pages.

**White Paper:** (10% paper, 5% presentation) The purpose of the white paper is to have a strategic plan for achieving your preferred future given your topic. White papers describe a problem and propose a solution. To write a white paper you should state the problem and then lay out a comprehensive plan on how to solve the problem. Your white papers should take an interdisciplinary approach to plan for your preferred future. Papers should be as concise and to the point. Papers should be five pages long single spaced, in 12-point font and follow the Template provided in class. During class students will revise each other's group white papers. This assignment can also be redone based upon feedback and turned back in to be regraded. This is a substantial writing assignment that requires students to think critically and strategically.

The presentation is an overview of your white paper, of your action plan for achieving the preferred future. Present the possible futures, the probable future and the preferred future for your topic. Then show your action plan for how to achieve your preferred future. Visual aids required. All group members must contribute to the presentation.

Commented [JH34]: Criteria 1, 2, 3, 4

Note for L Committee: Upon receiving feedback from the L committee it dawned on me that my original assignment description said follow the format provided and didn't explain the length of the paper. This paper follows a specific format, a template that students use to complete it. This is because there is a specific way that White Papers are generally written and because the first time, I gave this assignment students were struggling with the formatting, so I created a template that the use. The template is five pages SINGLE spaces and includes charts, graphs etc... This means that if their paper were to be double spaced it would be around 10 pages. Therefore, I just modified the assignment description. This also means that the paper meets criteria 3 and 4. Also, I have now done this assignment where individual students complete it and where it is completed as a group assignment (so I have tried it both ways in the past). In light of feedback from this past semester I decided to make all of the assignment's individual. The only think that will be group is that the presentations will remain in group clusters with individual presentations within it. Also, some of the class discussions and activities will still be done in groups. This means that every student will be required to write a 5-page single spaced White Paper thus making this a "substantial writing assignment." I have assigned this as an individual assignment in the past (just not this past semester) so I have seen it done both ways and there are pluses and minuses to both. Students

**What the Foresight (10%)** Complete the activities listed in the What the Foresight workbook. All workbook exercises must be completed for full credit.

**Life Plan: (10%)** Students will write a four-page life plan that takes into consideration the future trends, cycles, problems or changes that were researched throughout this course (by oneself and by classmates) and applies them to their life plans. Life plans must take into consideration and critically analyze emerging and on-going future trends, cycles or problems and articulate how these trends might influence the student's future. Plans should include personal goals and objectives for 1 year, 5 years, and 10 years from now (though 2030). This assignment is in lieu of a final exam.

Commented [JH35]: Criteria 1, 2

### Course Policies:

#### Attendance Policy

Participation is an integral part of this course. The student's participation will be assessed taking into account: attendance, participation in-class activities, and participation in class discussions. Essential for participation is preparation. It is expected that each student has completed all the readings and assignments for each class. Four or more unexcused absences could result in failing the course.

**Late Assignment Policy**

Late assignments will be automatically penalized 2% per each day that they are late.

**Redo Policy**

Students are able to redo writing assignments for a higher grade.

**Trigger Warning**

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at [Jessica.hirshorn@asu.edu](mailto:Jessica.hirshorn@asu.edu).

**Classroom Behavior**

Include policy regarding expected classroom behavior and the use of cell phones and other devices. Define inappropriate use of cell phones and other devices.

We want to build a classroom climate that is comfortable for all. It is important that we 1) display respect for all members of the classroom – including the instructor and students; 2) pay attention to and participate in all class sessions and activities; 3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and 4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

**Establishing a Safe Environment**

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

**Email Communication**

ASU email is an official means of communication among students, faculty, and staff. 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 email regularly. All instructor

correspondence will be sent to your ASU email account. For help with your email go to MyASU > Service > Live Chat OR New Ticket.

### **Prohibition of Commercial Notetaking Services**

In accordance with ACD 304-06 Commercial Note Taking Services, 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.

### **University Policies:**

#### **Academic Integrity**

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at <https://provost.asu.edu/academic-integrity>.

#### **Students with Disabilities**

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students.

The site can be found here: <https://eoss.asu.edu/drc>

Downtown Phoenix Campus  
Post Office, Suite 201  
Phone: 602.496.4321  
E-mail: [DRCDowntown@asu.edu](mailto:DRCDowntown@asu.edu)

Polytechnic Campus  
Sutton Hall - Suite 240  
Phone: 480.727.1039  
E-mail: [DRCPoly@asu.edu](mailto:DRCPoly@asu.edu) Tempe Campus  
Matthews Center building, 1st floor  
Phone: 480.965.1234  
E-mail: [DRCTempe@asu.edu](mailto:DRCTempe@asu.edu)



West Campus  
University Center Building, Room 130  
Phone:602.543.8145  
E-mail: DRCWest@asu.edu

### **Mental Health**

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

### **Student Code of Conduct**

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at <http://students.asu.edu/srr/code> and the ACD 125: Computer, Internet, and Electronic Communications available at: <http://asu.edu/aad/manuals/acd/acd125.html>.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

### **Harassment Prohibited**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

### **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 <https://sexualviolenceprevention.asu.edu/>.

### **Statement on Inclusion**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

### **Syllabus Disclaimer**

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

### **Campus Resources**

As an ASU student, you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help, and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources: <https://students.asu.edu/international/support/academic>

## Sample Key Writing Assignments For "L" Designation

IDS 302

### Review of Literature Rubric

**Literature Review: (10%)** Each student will be responsible for writing a literature review based upon a trend, cycle, problem or change that relates to their areas of study. Reviews should be at least six pages double spaced and include at least four sources, two of which need to be primary research. Primary research is original research done by the researcher. Reviews should be cited in APA and use 12-point font. After receiving feedback from the professor students can choose to revise this assignment and it will be regraded.

	<b>Superior</b>	<b>Strong</b>	<b>Competent</b>	<b>Weak</b>	<b>Not Addressed</b>
<b>Introduction to topic</b>	2	1.5	1	.5	0
<b>Review &amp; Synthesis of Lit.</b>	2	1.5	1	.5	0
<b>Justification for your study</b>	2	1.5	1	.5	0
<b>4 or more sources @ least 2 primary</b>	2	1.5	1	.5	0
<b>Correctly cited in APA</b>	2	1.5	1	.5	0

## How Can Integrative Healthcare in the U.S. Treat Patients with a Focus on Disease Prevention and Promotion of Health and Whole-Body Wellness?

The healthcare system in the U.S. has been ranked 38<sup>th</sup> in the world by the World Health Organization (WHO) (Thorpe, 2016). The U.S. spends billions of dollars on healthcare, more than anyone else in the world, and yet has the worst healthcare outcomes compared to other developed countries. Trillions of dollars are being spent in pharmaceuticals. Thousands of people die each year in hospitals alone from FDA-proven pharmaceutical drugs. Western medicine treated patients with natural therapies that were considered folk medicine and physicians spent time with patients. Then during the Renaissance period anatomical research became the trend, so to speak, followed by the discovery of antibiotics, microbiology, etc. (Magner, 1992). Subsequently, Western medicine has been driven by ownership of big business, shareholders, pharmaceutical companies, corporations, insurance companies, and less by health care of the patient. With the vast amount of money being spent and the decreased quality in the health care of patients, physicians are beginning to realize that something is wrong with the system and that a drastic change needs to be made. There needs to be integration of the healthcare system such that both western medicine (when needed) and alternative/naturopathic/holistic treatment therapies can be utilized together in the healing process. The question is, how can integrative healthcare in the U.S. treat patients with a focus on disease prevention and promotion of health and whole-body wellness?

According to the *Facility Executive* (2019), there are four healthcare trends to watch in 2019. The first is value-based care, which focuses on the monetary gains and losses and getting the best value from money being put into acquisitions, mergers, and real estate deals. In the UK the same topics are being discussed. It is stated that everyone worldwide is facing the same challenges – rising healthcare demand and an aging society. In the UK, however, value-based care is focused on delivering more health for every pound (English pound) being spent (Department of Health and Social Care, 2015). The second trend is health systems transitioning from “sick care” to “health care.” There will be more community-based and lower-cost healthcare facilities. Thirdly, there is new research forecasting a shortage of physicians of up to 120,000 by 2030, as well as a shortage of registered nurses. According to National Digital Health Strategies Around the World (2018), WHO reports shortages can get up to 9.9 million physicians, nurses, and midwives globally by 2030. Lastly, hospital-acquired infections (HAIs) remain a concern in the future and consideration of improvement in design, maintenance and management of these facilities needs to be addressed – from ventilation systems to room décor.

The use of technology now and the growing trends in future technology always seem to factor into being the answer to solving the problem of improving healthcare. Digital technology, of course, is very valuable in retrieving information, processing results, and integrating the technology into the already existing medical practices to enhance and make it more efficient. There are, however, negative as well as positive outcomes with technological change and concerns that arise. Mesko (2018) in his article stated that when asked about the Digital Health Implementation Playbook, physicians

were concerned about payment reimbursement, privacy and security (HIPAA, cyber) issues, as well as integration and workflow issues. The new technological trends will allow for more information to be shared between physicians and patients, leading to shared decision making and a more developed physician-patient relationship. In the UK, it is believed that interoperability will allow data to follow patients through the system – primary, secondary, and community care. This can in turn lead to the patient taking more responsibility and ownership in their own health, thereby empowering them to make decisions and not simply relying on the physician or care team to tell them what to do (Department of Health and Social Care, 2015). The trend in healthcare is moving towards this goal of patient empowerment as discussed by Rakel & Weil (2018) and Mesko (2018). There will be better access to medical data and more answers being provided through digital technology. The downside is that personal communication between the physician and patient will decrease, therefore, human contact and empathy toward patients will be even more critical. In a video from The WIHI: Institute of Healthcare Improvement (2017), even though it seems technology is helping and at the same time hurting healthcare, doctors feel it is hopeful that the technology can improve the quality of care. It just takes time to optimize the technologies, and innovation is needed to improve the tools that already exist. With the futuristic digital technology in surface displays, 3D printing of organs and tissues, the use of artificial intelligence (AIs) with sophisticated algorithms, chatbots and smartphone-based digital assistants already upon us and being implemented, digital technology is not the first line of defense. In an article from the Medical Futurist (2018), it is stated that technology cannot solve complex cases. Creativity and problem-solving skills are needed in future medical

professionals. In Rakel & Weil (2015), Dr Weil encourages care givers to be less high-tech and more high-touch. In the TedxTalks (2011), Dr Guarneri talks about not stopping at technology but to look at other therapies.

Community-based healthcare is a way of revolutionizing the way healthcare is provided. The Rotherham NHS Foundation Trust (2016) states that hospitals are getting full and people would rather be treated at home where they feel safe, more comfortable and can have a faster recovery time. Communities can better manage the patient's care, avoiding travel time for the patient to hospitals when treatment can be managed in the community. Teams are created within communities, working together to take care of the patient. Technology allows for patient information and communication between teams. In Rotherham, England they are working towards an integrated system where there are no gaps in patient information with continuity of care wherever the patient may be. In the U.S., the goal of The Office of Disease Prevention and Health Promotion (2019) is to "increase the quality, availability, and effectiveness of community-based programs to prevent disease, improve health, and enhance the quality of life." Communities would be educated on topics such as chronic diseases, oral health, nutrition, obesity prevention, etc. There is a community-based healthcare system in South Africa called African Primal Health Care (APHC), a system that existed before western healthcare systems were practiced in Africa. It is based on an African belief system and practice coming from the community, for the community, and authenticated by the community. It uses a holistic approach, and family and community are involved in the healing process. A study was done focusing on mental health and was performed to formulate APHC and western healthcare working together for mental health care



patients. The results of the study showed that again, education in the understanding of the two different cultures was necessary in order to move forward (Nare, Pienaar & Mphuthi, 2018).

Previously mentioned were the rising healthcare costs and the lack of beneficial outcome for the patient with the U.S. spending billions of dollars on healthcare and in pharmaceuticals. In an interview (Thorpe, 2016), Dr Weil states that medical school did not teach him how to keep patients well. He goes on to say that he felt the treatment methods caused too much harm to the patient. About 50 years ago he began talking about health promotion and disease prevention, but he states that no one paid any attention to him, not even his medical colleagues. He goes on to explain in the interview that insurance companies are willing to give patients an unlimited number of pharmaceutical drugs at a lower cost and unwilling to pay for low-cost interventions and methods that work better than the pharmaceutical drugs. This is due to a lack of education – education about strengths and weaknesses of alternative systems, mind and body interactions, dietary supplements, etc. This education goes hand in hand with research, which governments are unwilling to fund because of the time involved and the large-scale participants that it would encompass. Hence, there is no funding and insurance companies refuse to pay for treatments that are cost effective and show positive results that are not “evidence-based.” Briggs & Killen (2013) state, “Many patients spend many dollars out-of-pocket for what doctors call unconventional health practices. They are perplexed and don’t understand why they do this.” In the beginning, alternative treatments were being pushed by consumers, now economics is driving a change towards improving the healthcare system. Institutions are now trying to find

ways of saving money. Research is now being done to understand mechanisms of different types of therapies and on natural products, i.e. dietary supplements, herbal medicines, etc. (Briggs & Killen, 2013). “There is an awareness that many chronic diseases are preventable or better managed by adding nutrition, exercise, and stress management instead of using pharmaceutical drugs. Research strategy increases the understanding of the mechanism of how mind and body has an affect on health, resilience, and well-being” (Langevin, 2019). There are pockets of areas around the U.S. that are reaching out and educating the community about a wide range of modalities treating a wide range of illnesses and conditions. A clinic in Illinois wrote an article in an area newspaper raising community awareness of available treatment for a wide range of illnesses and conditions. The goal of the clinic is to improve overall wellness, which requires a multidisciplinary approach to wellness (Advanced Chiropractic Wellness, 2015).

Dr Weil states there is plenty of money being made in healthcare yet there is no money for funding. The way the money is set up in the U.S. is a major problem to making change in the healthcare system. He goes on to say that lots of the money being made is going into very small pockets. These pockets are the ones that have total control over the elected representatives that could help make changes in the healthcare system. “There needs to be a political grassroots movement to elect different types of representatives” (Thorpe, 2016). Dr Paul Drouin is a medical doctor, professor of integrative medicine, and founder of Quantum University. He is a Canadian MD, Homeopath, Acupuncturist, and Quantum Naturopath. He believes that, “Social and political thought is not enough to solve the healthcare crisis. The approach to healthcare

should be radically transformed. He believes conventional medicine needs to be redefined and based on health-oriented thinking rather than a “fatalistic disease-oriented perspective”. There needs to be evolution of the doctor-patient relationship. He goes on to say there needs to be a shift in the way physicians relate to health and disease by addressing the root of the problem and asking how we are educating ourselves and doctors to maintain and restore health (Drouin, 2018). Dr Weil talked about the same concept in how to better treat the patient during his interview with Devin Thorpe about focusing the healthcare system on health. He stated that practitioners should be asking the question of how to help make patients healthy (Thorpe, 2016). Dr Guarneri in her video on shifting the healthcare paradigm not only confirms the research statistics on the amount of money spent on the healthcare system and pharmaceuticals with the lack of results to show good outcomes, but also agrees that there needs to be an integrative holistic approach to healthcare. There needs to be global healing traditions. She states the new physician will treat with diets, exercise, looking at the entire lifestyle of the patient – whatever it takes to achieve optimal health. America needs to start looking at health as an economic strategy (TedxTalks, 2011).

Countries worldwide are struggling with the same evolutionary changes – increase in an aging population, embracing the future trends of digital technology and incorporating this technology into an already existing medical practice interface. The U.S., however, has been ranked at the bottom of the list of having a good healthcare system when compared with other developed countries, spending billions of dollars on healthcare each year and not showing a favorable healthcare outcome based on the amount of dollars spent. Healthcare practitioners are addressing this crisis, seeing that

something is definitely wrong with the healthcare system and it needs to change. It is unacceptable to have so many deaths per year with proven pharmaceuticals that should be assisting in the care of the patient. It is unacceptable to spend so much money in a system and have nothing to show for it except increasing costs each year. Integrative healthcare, which utilizes alternative therapies as well as western medicine, is the key in re-establishing healthcare as it should be, preventive and patient-centered. Other countries, in addition to the U.S., have begun to incorporate an integrative healthcare system and are working towards whole-body wellness and long-term preventive care.

Digital technology will drive the system allowing for integrative communication between doctor, patient, and all caregivers involved. Community-based care will cut down on costs, decrease travel to emergency care centers and hospitals for patients with chronic illnesses that require treatment. Education will help medical staff, medical schools, patients, corporations, government, and businesses be informed of research, different types of treatment modalities, remedies and their interactions with the body. The mindset of medicine needs to change to think about how to keep the patient healthy by prevention. This study was justified in that the literature that was reviewed has brought to light a myriad of issues and concerns as well as answers and future trends not thought of as being part of the solution to a better healthcare system. Discussions in the areas of change mentioned above are actions that can be taken in treating patients with the focus of healthcare on disease prevention and the promotion of whole-body wellness. The mindset of what healthcare is as well as the perception of other disciplines such as psychology (mental disorders), sociology (communities), and governmental laws and regulations all need to change and become part of the

integrative healthcare system. All the articles used in this literature review were informative, detailed, and were in support and corroboration of each other and related to my study topic of healthcare in the U.S., in addition to serving as comparison of other countries worldwide. As a student in the healthcare field and future physician, it is encouraging to know with the awareness of a failed healthcare system in the U.S. that there are progressive changes being made in the U.S., as well as worldwide, in revolutionizing a system towards the future of patient-centered whole-body wellness and health.

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## Science Fiction Story Rubric

Draft 3% Peer Edit 2%, Final Story 10%, Draft is due 4/4, Final Copy is due 4/18

Imagine that you've just been hired as a writer for the television show "Black Mirror." It's your job to come up with a storyline for your own episode, but you only have a week (draft is due 4/4) to do it or you get fired. Your episode will be featured in the next season of "Black Mirror." Think about a scenario involving your research topic and take that idea to an extreme. Write a five-page double spaced in 12-point font short science fiction story that imagines a possible future related to your topic. This assignment requires you to think critically and forecast what could or might become in the future given current trends, problems, cycles etc...

	Excellent	Good	Fair	Poor	Missing
Draft turned in on time	3	n/a	n/a	n/a	0
Peer Edit, 1 point per edit	2	1	n/a	n/a	0
Forecast/ Future Vision	5	4	3	2	0
Creativity	3	2.5	2	1.5	0
Grammar/ Writing	1	.75	.50	.25	0
Five pages double spaced, 12 point font	1	.75	.50	.25	0



# The Easter Egg

Science Fiction Story (IDS 302)

KEENAN JOHNSON

In the middle of an era ruled by virtual reality, the world operates with little interaction. Video games are a way of life, and they are starting to take a toll on me. It feels like I eat, sleep and breathe video games. I am not denying it can be fun, the problem is that I cannot stop. I feel addicted and that's what scares me. We live in a virtual society full of virtual currencies and micro-transactions. It's a different world from how my grandparents grew up. It's a new world, if you want to call it one.

There isn't much to do on earth because our ancestors decided to turn face on global warming. The earth became uninhabitable, and the outside environment is polluted and not safe. Therefore, people spend more time using virtual reality than the real world. It's become a lazy excuse to forget about our real world, where interactions have become impossible. I suppose it's a lonely place, but I know no different.

There is a lot you can blame for our failure of this world. People neglected reality as virtual worlds increased in popularity. You can blame us as citizens of earth for giving up on cleaning the environment or you can blame the guy that started the movement of this VR world, Palmer Luckey. Palmer was an entrepreneur that could never imagine what his work would become.

Economies are made and built in virtual realities. And major corporations have migrated many jobs to a virtual reality. I am a builder. A builder of virtual buildings, specifically apartment buildings. These are then bought and sold with virtual currency. They are occupied by doctors, lawyers, families, and people like me. Wealth is not accumulated with worldly things. I make money from my work, but there are other activities. A lot of people focus on certain popular games to win events with a big payout while others may enjoy playing games with friends and

building a currency that way. It depends on how competitive you are about it. Myself, not too much.

As I take off my headset for the day, getting ready for bed I look outside as I often do before bed. When looking out my window I tend to get lost in thought. I think about a life without VR. A life where people run around playing games outside, a life where people play real sports instead of virtual sports, a life without loneliness. We make friends virtually, never getting to see them in real life because we can't go outside – the air is too dangerous.

As I came back to reality from being zoned out looking out the window, I regained focus and noticed something I've never seen before in real life. Sitting on top of a mountain of soda cans, there appeared to be a black rose. I've heard that black roses signify death, but I don't believe this. I have never seen any sort of plants or wildlife outside of my window. The oxygen is too toxic for anything to live outside. Each house or bunker creates enough oxygen for people to live inside, but how can this rose be real?

This rose must mean something. How is it surviving this toxic air? I need to go outside. But first, I need to look for something that can protect me from this air. I don't have much to choose from because most of my belongings are in a virtual world. I grabbed my bedsheet and wrapped it around my face, protecting my mouth. I am going to have to hold my breath, because I don't have any sort of oxygen tank or gas mask.

The rose is about 20 yards from my door, although this isn't going to be easy. The rose is on top of a hill of cans and between me and the rose are things I can trip on like plastic bags, cans and glass bottles. My plan is to walk to the rose, pick it up and then run back to my house.

I open my door; a cold gust of wind immediately hits my face. The mission is started and now I need to complete it, just like my video games. There is no going back. As I start to walk, I immediately start stepping on plastic bags. This is unavoidable and the slick plastic creates a slippery surface like running across ice in tennis shoes.

I see cars still on the street from before the toxic air days. I wonder what it would be like to drive in real life. How would it feel? I am almost at the rose, but first I must face this mountain of soda cans. Realistically it's about 10 feet high, although I fear slipping on the cans. I am starting to run out of breath, yet I still think I can make it to the rose.

I make my slow, steady steps up this hill, making sure I have a sturdy base so I don't fall. I finally get to the rose. I've never seen anything like this, a living plant. Now is not the time for admiring, I'm about out of breath and I need to run. I jump off the soda hill as if I was some sort of super hero from my favorite game Marvel Strike Force VR. As I am in the air, the bedsheet flies off of my face. I didn't anticipate myself jumping when I secured it. When I hit the ground, I accidentally took a deep breath in. I froze. I was so scared, I couldn't move. I took in another breath, and still nothing.

Nothing is happening! This air is dense and thick, but I can still breathe. I pick the rose back up and start running towards a more populated neighborhood. I need to show people, there is still a chance. We can live the life our ancestors gave up.

I start to approach the houses. Everyone is probably either asleep or still in the virtual world so the only way I can get their attention is to bang on windows. I start to pound on doors and windows as I yell for attention. I see people peeking out of their windows, looking at me like I am some crazy person that lost it.

Now that I have everyone's attention, I need to calm down and explain that it is okay. It is hard to convince someone to walk outside when we all believed that death is in the air. Finally, a man opened his door. Hesitant to take a step outside, he stood in his doorway embracing the wind that hit his face. He takes a couple steps outside breathing in the air that was believed to be murderous. He walks in front of me and gives me a hug. I pause as he turns around, facing his doorway. He motions his hands as if he was signaling someone over to him. I notice two children, both little girls are approximately 8 years old running towards his arms. One of the daughters faces me after embracing her father and looks at the black rose in my hand. She told me "Many people signify the black rose to be a symbol of death, a lot of people forget that the black rose can stand for a beginning of new things and major change."

More and more, people start to come outside and rejoice while others take video to post in the virtual world for everyone to see. You can see the look of awe on everyone's face's as they look around to the world around them. Everyone has been locked in their homes for generations now. This is the first-time people have seen a real world. Everything before was just screens layered deep in code.

Being outside is something no one is taking for granted now. As more and more people went outside, the movement to clean the earth happened rapidly. You can tell that these people are on a clear mission to clean and revive the earth.

As everyone continues the cleaning, I notice a black rash on my arm. It starts itching profusely and bleeding the second I touched it. As the rash spreads quickly, my arm turns black. As black as the rose that started this adventure. I try to decapitate my arm before the rash

spreads to my body, but it's too late. The rash is turning my body black so fast there was nothing I could do. I am dead. Game over.

I take off my headset again as I mark down 323 on a piece of paper. I forgot about the poison infested trash being deadly. I have failed humanity again. I set my black rose down next to my headset and go to bed.

Sci-Fi story

“Police, Search Warrant!” These words ring out loudly through the freezing December night, although they are quickly lost in the wind howling outside my apartment. There is someone banging on the door. Suddenly, there is a bright flash, and ringing in my ears, as the police flashbang goes off. Three SWAT members charge in, and force me up from the bed and into handcuffs. As I was tackled by the officers, a complete sense of despair came upon me. I’d finally been caught, and I had no idea what would happen next. Everyone else I knew that was apprehended had since disappeared, their whereabouts unknown.

The year was 2040, and I was a billionaire. However, you wouldn’t know it just by my appearance. I moved to Grand Forks, North Dakota three years previously to keep a low profile. In public, I wore thick layers to escape the bitter winter cold and made sure to keep my face covered whenever possible. My cover name was Josh Debuke, hailing from Grand Rapids, Michigan. I worked as a library clerk in Grand Forks part time, while studying at the University of North Dakota. If you made small talk, I’d be more than happy to chat about my degree, and how well the UND hockey team was doing, and who I had for the NHL title that year. However, while I did work in the back room of library to avoid suspicion from the agency for not having an income, that’s certainly not where I made my fortune. There was no degree, in fact I’d never even been a student for that school of indoctrination.

Grand forks was experiencing a bit of a resurgence. After the oil crash of 2022, Grand Forks looked like the rust belt. Empty refineries, boarded up windows, the whole nine yards. With the rise of solar power, people flocked south to the southern US, leaving oil country

deserted. The government knew it needed to do something, so they offered huge subsidies to university students to come and study. Even before the crash, school was cheap at UND, only costing about 15 thousand per year. Now, while other universities prices are in the 50-100 thousand dollar range, UND is only ten thousand, and it's free if you're in a law enforcement course. As I would soon come to find out, their law enforcement program was quite good.

I was a content creator, plain and simple. I made parody sketches about the government, presidents, policies, you name it. As the sole proprietor of the "Real News Network" I was mostly hated by the International Communication Standards Bureau (ICSB). I had all the latest stories, told mostly through user submitted video and audio stories. Very little editing was done, and I tried to make a fair comment for both sides. This was an extremely unique value added to the viewer. Ever since the buyouts, where investors backed by authoritarian governments in Russia, China, and Myanmar bought out all major American news and film companies, entertainment was boring. They established the ICSB, and slowly but surely completely fucked up the spread of information. They had studies on the effect of protesting on children's health, how violent TV and movie stories reduced productivity in society overall, and how standardized testing was the best way to determine an individual's fitness for certain jobs.

4 years after the buyouts, they had managed to pass the "Visual Entertainment Enhancement Act" which banned all videos of protests and warzones, as well as classifying lots of government data into a new category called "Individual Request only." This meant that if you requested such data, like department budgets or other government records previously available, a fingerprint was taken, and it became unlawful to "disseminate such information through private, public, or semi-public means."



I made my fortune by ignoring these rules. I figure they only had 30% of the vote to pass the act, because my viewership numbers were insane. The site I created to show this stuff and comment on it was routinely pulling in more numbers than the big networks ever had, even before the buyouts. And I wasn't the only one. Many former YouTube creators moved to the dark web, where the ICSB had less ability to track them down, but soon the ranks started to thin. Many pages started to display a single video message from the creator: "After carefully considering all my options, I've decided to take a break from making content. I've decided to pursue my other passions and turn the page to a new chapter of my life." After 3 of these incidents happened, I decided to move to Grand Forks.

It was a bold move in the fall of 2037 when I arrived in the blizzard of North Dakota. The windchill was -30, and I moved in by myself. I bought the apartment from my former gym partner. He had worked in the oil fields before the crash, and never sold it because it was basically worthless. The trek up north had gone well, but I couldn't risk anyone seeing my film equipment or video server, since that would alert the authorities, so I'd traveled mostly at night in an old ambulance that I'd spruced up with modern lights and paint. I was very paranoid about getting caught, such that I called on a couple connections and had license plates made up for every state I passed through. However, my downfall was my routine.

Every evening at 6pm was when my show went up. It lasted for 4 hours, and was hosted on a different server every day. My previous career in IT ensured I could use a different data center each time, since I had installed some custom software on thousands of boxes I had worked on previously. What ended up getting me caught was that I went to the same coffee shop every day at 4pm to upload that day's show, and while I encrypted my transmission, a large file getting

uploaded at the same time every day tipped off the ICSB. One day, I accidentally used a server I had used previously to host the show, and they had enough evidence to get a search warrant.

In my apartment, they found my archive, which put WikiLeaks to shame. Thanks to viewer submissions, I had lots of “individual request only” data, but also lots of classified information from the armed forces and other groups. Its what gave me the edge over my competition when it came to analysis. Unfortunately, it also gave the ICSB an edge in court. Since I had classified data, under the newly created “Security Sensitive Data Control Act” I could be tried in a secret court proceeding, in order to “limit hostile access to classified evidence presented in the courtroom.”

My hearing was short, conducted in the basement of the ICSB building in Chicago. It was obvious that this was common, as they had a full courtroom setup, ironically including a viewing area with seating for about 30 people. The evidence was presented, which after managing to decrypt my archive as pretty ironclad, and I was charged with possession of classified information, unlawful dissemination of controlled information, treason, and 4 counts of inciting violence. These charges carried a maximum sentence of 300 years combined. So I was given a choice: go to jail, or work for the ICSB, since I was so damn difficult to catch that they wanted someone on their team that could “think like a criminal”. I chose to go to jail.

It turned out that the ICSB had a special deal with the Russians, where they would send people over to work at the Chernobyl power plant site building the new containment dome, set to replace the existing one in 2042. After a freezing cold winter, working 12 hours a day, 7 days a week, I gave in, and traded it in for the ICSB offices. I was in the investigative division, chiefly looking at misuse of information, and illegal broadcasts of violence and war. It was a tough time, as I was forced to shut down many creators I had competed with just years earlier. However, I

was mostly able to allow them to avoid my fate by dropping a few hints when I went out and investigated. Many of them made similar mistakes to mine, but I was able to tip many of them off by asking conspicuous questions to wait staff at restaurants they frequented, or places like the gym they went to.

However, by 2042 the ICSB started to get suspicious of me once again. While I was their top operative, bringing 20 cases to trial per year, they were not getting any huge wins. The biggest sentence I was able to successfully prosecute was 40 years, because the guy forgot to delete a couple documents from his server prior to the raid. While the fines for the shows themselves were great, the ICSB was out for blood. They wanted to make an example of somebody, and show the rest of the dark web that they were serious. They needed one big case, that they could put up for all the marbles, with a public trial.

I'll never forget the date: June 22<sup>nd</sup>, 2043. When I walked into work I was called into the chief investigators' office. There, he slid me the file. I'd been here before, many times, I'd walk in and he'd say, "check out this file, he's a bit of a slippery one so we're putting you on the case." I followed my general routine, sitting down at the desk and popping it open. We still used paper files for high profile cases, as they were much harder to walk out of the building with than the digital ones. I was barely able to contain my shock as my best friend was staring up at me from the file. As the chief talked about his info, it turned out that he had very similar crimes to myself, and was looking at a more than life sentence. When he finished, he turned and said to me "he's who we've been looking for. If he wriggles out of this one with just 40 years for illegal data, we may look to restructure the team."

On August 1<sup>st</sup>, I walked through the door I had entered blindfolded 4 years earlier, but this time, the observation area had cameras, and lots of them. As I took a seat, unseen by the

broadcast, I watched the evidence get presented, and I knew what was coming next. “Case number 3065 is closed, the defendant is guilty as charged.” I couldn’t bear to hear the sentencing, so I slipped out into the cold Chicago evening. I checked my watch, and it was 6pm. Right on schedule. I took a sip from my flask and walked back home. On to tomorrow, and another file.

## White Paper

**White Paper: (10% paper, 5% presentation)** The purpose of the white paper is to have a strategic plan for achieving your preferred future given your topic. White papers describe a problem and propose a solution. To write a white paper you should state the problem and then lay out a comprehensive plan on how to solve the problem. Your white papers should take an interdisciplinary approach to plan for your preferred future. Papers should be as concise and to the point. Papers should be five pages long single spaced, in 12-point font and follow the White paper template provided in class. During class students will revise each other's group white papers. This assignment can also be redone based upon feedback and turned back in to be regraded. This is a substantial writing assignment that requires students to think critically and strategically.

White Paper Rubric

Criteria	Ratings					Pts
<p>Interdisciplinary Approach to Future Forecast and Plan</p> <p>Must take an interdisciplinary approach to develop your action plan on how best to achieve your preferred future given your topic.</p>	<b>1.0 pts Superior</b>	<b>0.75 pts Strong</b>	<b>0.5 pts Competent</b>	<b>0.25 pts Weak</b>	<b>0.0 pts No Marks</b>	1.0 pts
<p>Introduction</p> <ul style="list-style-type: none"> <li>• State the problem your white paper intends to solve. To create added urgency, it should also touch on the consequences for not taking action.</li> <li>• Summarize the key areas your white paper will cover. Give a high-level overview of what readers can expect from start to finish.</li> <li>• Explain the benefits of reading your white paper. What will your reader be equipped to do after reading what you have to say?</li> </ul>	<b>2.0 pts Superior</b>	<b>1.5 pts Strong</b>	<b>1.0 pts Competent</b>	<b>0.5 pts Weak</b>	<b>0.0 pts No Marks</b>	2.0 pts

White Paper Rubric

Criteria	Ratings					Pts
<p>Identify the Problem</p> <ul style="list-style-type: none"> <li>• Describe possible problems or issues associated with your topic and action plan in detail.</li> <li>• Focus on the possible challenges and proposed solutions</li> <li>• Include a visual aid such as a futures wheel or mind map to show possible cause and effect relationships</li> <li>• Examine the associated issues through multiple disciplinary perspectives</li> <li>• Provide relevant background information</li> <li>• Make sure that you have examined all of the facts and that there are no holes in your findings</li> </ul>	<p><b>2.0 pts</b> <b>Superior</b></p>	<p><b>1.5 pts</b> <b>Strong</b></p>	<p><b>1.0 pts</b> <b>Competent</b></p>	<p><b>0.5 pts</b> <b>Weak</b></p>	<p><b>0.0 pts</b> <b>No Marks</b></p>	<p>2.0 pts</p>
<p>Possible Solutions: A Step by Step Plan</p> <ul style="list-style-type: none"> <li>• Describe your step-by-step strategic plan that clarifies exactly what should be done in our to achieve your preferred future.</li> <li>• Justify your plan with the use of hard evidence and data.</li> <li>• Explain why your plan is the best course of action to take and weigh it against other possible plans.</li> <li>• Close with a summary of your plan</li> </ul>	<p><b>2.0 pts</b> <b>Superior</b></p>	<p><b>1.5 pts</b> <b>Strong</b></p>	<p><b>1.0 pts</b> <b>Competent</b></p>	<p><b>0.5 pts</b> <b>Weak</b></p>	<p><b>0.0 pts</b> <b>No Marks</b></p>	<p>2.0 pts</p>

White Paper Rubric

Criteria	Ratings					Pts
<p>Summary and Conclusion- Plan Implementation            Include a summary of your plan, restating why it will be effective and is important to follow.</p>	<p><b>1.0 pts Superior</b></p>	<p><b>0.75 pts Strong</b></p>	<p><b>0.5 pts Competent</b></p>	<p><b>0.25 pts Weak</b></p>	<p><b>0.0 pts No Marks</b></p>	<p>1.0 pts</p>
<p>Format, References, Title Page with Executive Summary            White papers may not exceed 5 pages in length. This includes all figures, tables, references, and appendices. Web links to other documents may be included in the references. • Documents should be single spaced, use 12-pt font, and have 1-inch margins on all sides. • A cover page may be included and will not count toward the 5-page limit. It should state the title of the white paper, the primary author's name, phone number, institution, and email address, and a list of co-authors with their respective institutions. • Only papers in Microsoft Word (.doc, .docx) and Adobe Acrobat (.pdf) formats will be accepted. •Cite your sources! List every source used for research and cited in your document. Use CitationMachine.net to quickly generate correctly formatted citations</p>	<p><b>2.0 pts Superior</b></p>	<p><b>1.5 pts Strong</b></p>	<p><b>1.0 pts Comptent</b></p>	<p><b>0.5 pts Weak</b></p>	<p><b>0.0 pts No Marks</b></p>	<p>2.0 pts</p>

### White Paper Rubric

Criteria	Ratings	Pts
<p>in APA style. • In a few paragraphs, explain the information your white paper will cover. This section should give people a reason to continue reading. Be sure to summarize your main points and key takeaways.</p>		
Total Points: 10.0		



## **Guidelines for White Paper Format and Submission**

- White papers may not exceed 5 pages single spaced in length. This includes all figures, tables, references, and appendices. Web links to other documents may be included in the references.
- Documents should be single spaced, use 12-pt font, and have 1-inch margins on all sides.
- A cover page may be included and will not count toward the 5-page limit. It should state the title of the white paper, the primary author's name, phone number, institution, and email address, and a list of co-authors with their respective institutions.
- The permission of each co-author must be explicitly given prior to submission
- Only papers in Microsoft Word (.doc, .docx) and Adobe Acrobat (.pdf) formats will be accepted.
- File sizes should be made as small as possible. White papers larger than 10 Mb in size cannot be accepted. For file management purposes, please compress figures as much as possible. Hyperlinks to higher resolution versions of illustrations are permissible.

### **Other factors:**

Must take an **interdisciplinary approach** to developing your action plan on how best to achieve your preferred future given your topic.

Paper Title: (Example) An Action Plan for ...

(Be sure to state your given scenario in the title)

[MONTH] [YEAR]

[AUTHOR'S NAMES]

Arizona State University  
Interdisciplinary Studies Program  
Under the direction of Dr. Jessica Hirshorn

## EXECUTIVE SUMMARY

In a few paragraphs, explain the information your white paper will cover. This section should give people a reason to continue reading. Be sure to summarize your main points and key takeaways.

## PART 1: INTRODUCTION (HEADER 1)

Insert your introductory text here. Be sure to highlight the main point your white paper will cover. In this section, you should:

- **State the problem your white paper intends to solve.** To create added urgency, it should also touch on the consequences for not taking action.
- **Summarize the key areas your white paper will cover.** Give a high-level overview of what readers can expect from start to finish.
- **Explain the benefits of reading your white paper.** What will your reader be equipped to do after reading what you have to say?

## PART 2: IDENTIFY THE PROBLEM (HEADER 2)

- Describe possible problems or issues associated with your topic and action plan in detail.
- Focus on the possible challenges and proposed solutions
- Include a visual aid such as a futures wheel or mind map to show possible cause and effect relationships
- Examine the associated issues through multiple disciplinary perspectives
- Provide relevant background information
- Make sure that you have examined all of the facts and that there are no holes in your findings

## PART 3: POSSIBLE SOLUTIONS: A STEP BY STEP STRATEGIC PLAN (HEADER 3)

- Describe your step-by-step strategic plan that clarifies exactly what should be done in our to achieve your preferred future.
- Justify your plan with the use of hard evidence and data.
- Explain why your plan is the best course of action to take and weigh it against other possible plans.
- Close with a summary of your plan

### Sub-point 1

You might consider placing sub-points under Heading 3-level sub-headlines. However, we recommend not using anything smaller. Too many different header levels can create an overly busy visual appearance, making your white paper harder to read.

When writing each section, consider using bulleted lists to make text easy to skim. For example:

- This is an insightful point about your topic.
- Here's another interesting piece of data.
- Finally, here is a third important takeaway.

Sub-point 2

Sub-point 3

## Summary, Conclusion – Plan Implementation (HEADER 4)

Include a summary of your plan, restating why it will be effective and is important to follow.

## References (HEADER 5)

Cite your sources! List every source used for research and cited in your document. Use [CitationMachine.net](https://www.citationmachine.net) to quickly generate correctly formatted citations in APA style.

# **An Action Plan for Online Shopping**

**Will Online Shopping Take Over How Consumers Attain Their Goods?**

**April 2019**

**Author: Mercedes Van Doorenmaalen**

Arizona State University  
Interdisciplinary Studies Program  
Under the direction of Dr. Jessica Hirshorn

## ***EXECUTIVE SUMMARY***

Everyday technology is advancing and making our lives a little easier, with these advances we are uncertain what companies will produce next. These innovations are affecting how we as consumers are attaining our goods. If we do not slow down our craze over convenience, there will be no storefronts left. All shopping will be done with a few key strokes and be delivered to your door by drones. With a future of this nature will we experience a raise in shipping cost? If the consumer is unable to physically interact with their products how will they know the item is of the quality, they are looking for? Will food have a shorter shelf-life due to all the travel after being harvested? How will companies be sure to stay on top of all the orders that are being produced? These are questions that will raise eyebrows of the daily consumer. Being in a store enables human interaction, with all of the work being done behind a screen this will significantly drop communication skills within human beings. The benefits to reading my paper will allow consumers to realize that if store fronts close, they will ultimately be paying more money for items since shipping charges will increase. Companies may lose money due to not having the dual income and communication skills will suffer.

## ***INTRODUCTION***

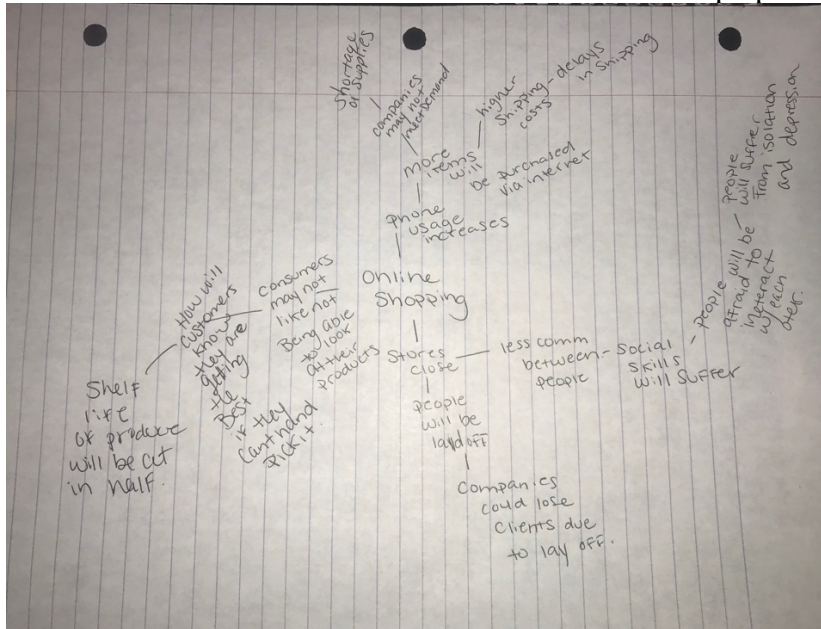
The problem that this paper intends to solve, is keeping companies from closing their storefronts. Without storefronts companies will lose astronomical amounts of money and will put consumers in a bind. Without storefronts, companies will lose the revenue on the purchases that are made from customers that are just “looking”. With the closing of store fronts there will be less human interaction causing individuals to lack basic communication skills. Consumers will have to pay high prices for shipping and may experience severe delays. There is high risk that companies will not be able to operate properly due to not being able to meet demand. Not only will this affect department stores but grocery stores as well. Grocery stores such as Target and Walmart give the customer the option of curbside pick-up. This system was created for the customer to order the items online, pick a time when they would pick up their items, while never having to leave their car. Other grocery stores, as well as restaurants and fast food chains, now deliver to its consumers. Ordering groceries and having them shipped or delivered to your home, will cause the shelf-life of those items to go down. How would a customer know if they are getting the freshest produce possible? A company will have to upgrade the way they ship food items, since items such as meats cannot be shipped without being refrigerated.

Communication is key, so looking at the trends in how face to face interactions between humans are changing with the advancements of technology. Looking at how stores will raise their prices either for goods or their shipping costs to help break even. How companies can change their marketing strategies to get consumers to want to shop in storefronts. These three things are the main focuses that will be explained from start to finish. The benefits of reading the statistics of these topics will allow the reader to really see the change that is being made in how companies provide for their consumers. Companies are also able to see how much revenue could potentially be lost if they decide to go completely virtual. Our society has turned into such a fast-paced civilization that we lose sight of appreciating a genuine interaction with another individual.

## ***IDENTIFY THE PROBLEM***

One of the most difficult challenges that will have to be overcome is changing the mentality of the consumer. To have this preferred future become a reality consumer need to slow

down and smell the roses. However, this can be possible by attempting to push storefronts through the companies marketing. If companies can skew their advertisements to intrigue audiences to pursue the offerings of a storefront. Another obstacle that is to be overcome, is having to convince officials of the companies to slow down their advances. Companies could wait a long duration of time before releasing the updates that are being made to their websites. They also could spend more time in designing or revamping their current storefronts to be more appealing to the “modern” taste of today’s consumer. A few concerns that come with these solutions is consumers may not take well at first to companies wanting to push in person shopping. Many customers claim the reasons for their online shopping is due to “not having the time” to be able to go into their local store. Companies may also not want to spend the time or the funds on their storefronts and use those funds to help update/ upgrade their online services.



**POSSIBLE SOLUTIONS: A STEP BY STEP STRATEGIC PLAN**

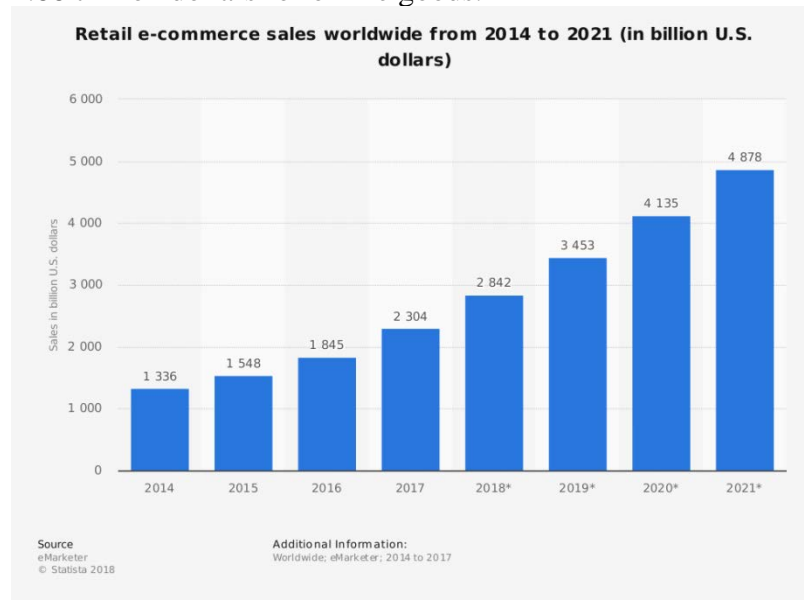
Trying to slow down the technological influences that companies are trying to adopt is an issue that will be the most difficult to achieve. This would mean slowing down the creative minds that are software developers for that company, along with putting restrictions on marketing and trying to shift the viewpoints of consumers who rely on convenience. Communication within our society will also plummet if we continue to rely on technology as a crutch.

To get these possible solutions into action, companies first need to reevaluate their perspectives on how to reach out to customers. Consumers can easily be influenced by marketing campaigns. They should start to highlight the benefits of shopping in their stores and put the advertisements that highlight their effortless websites on the back burner. Once this decision is made, the executives then need to pass on the word to their staff members. Companies then can go into their storefronts and give them a “face lift” bringing in new displays to show off product, adding different styles of lighting and music can help draw in customers. Having “exclusive” brands that you are only allowed to purchase in the store would create heavy foot traffic. For example, when shopping at Nordstrom they carry an exclusive brand, Brandy Melville. This brand is only sold at Nordstrom locations, as well as the physical Brand Melville store that is

located in Los Angeles. Once these cosmetic changes are made, the officials need to get down to the nitty gritty with their members of marketing. The marketing team then needs to highlight these changes in appearance that the store fronts have made as well as the exclusive line they now offer to their customers. Companies could also try and start a rewards system for loyal customers, which they can redeem for coupons, a free gift item or notifications whenever new items from their favorite designers hit the shelves. Once marketing has started to shift the focus of the consumer the company needs to sit down with the web design team. Web developers still able to produce advancements for the website, but they will not need to have them finished so quickly.

Once these steps are taken consumers will gradually start to set foot back into storefronts. This will allow for greater revenues for the company as well as quality interactions with employees. By stepping foot into a store, a customer is able to be assisted by an employee to help them find what they are looking for. Many times, customers who shop online do not look at all the products they are offered. They plug in exactly what they are looking for the one que of the website and if nothing populates, they are on to the next website. With interaction between customer and employee, an employee is able to bring them things that may not even be sold online. If the customer lets the employee know what she has in mind, the employee then can go grab items from other departments, stock rooms, or “the last one” rack that is kept in the back. By having these encounters, you are able to establish a relationship between consumer and the company, which can create a life time partnership between the two. Thus, storefronts will flourish, customers will not have to pay ridiculous prices for shipping and the company stays profitable.

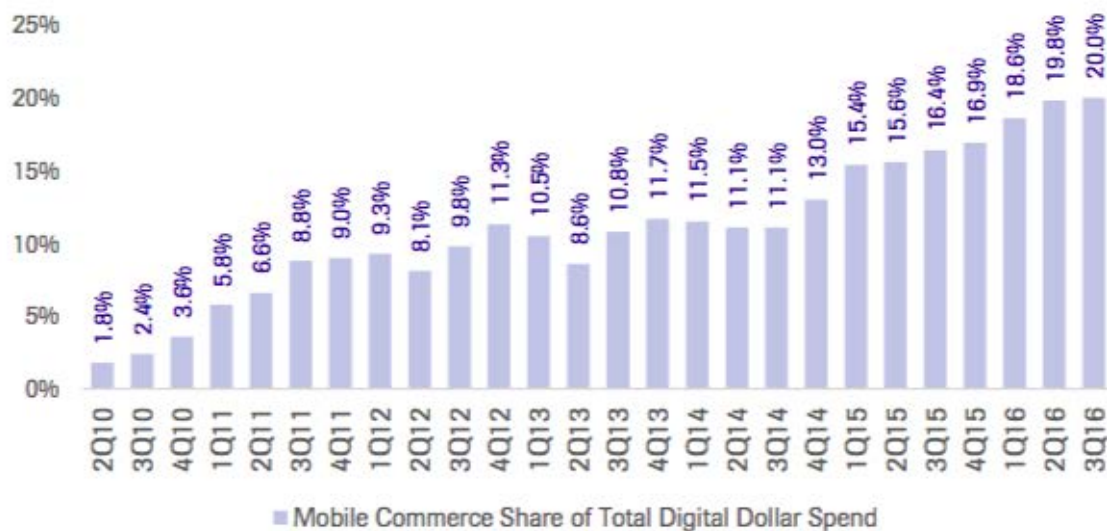
If we do not change the way that consumers are receiving their goods, storefronts will be something of the past. Numerous companies have closed this year due to not being able to keep up with technology. Based on studies, the epidemic of online shopping is only going to get worse; according to Global Retail (2018), they predict that by 2021 consumers will spend about 4.88 trillion dollars for online goods.



When reading Thompson (2017), the article had also brought up points as to how the e-commerce trend is only going to increase. It states that by 3016 more than 20 percent of online



purchases will be made with mobile phones. In Aylett (2017), the article explains how if this trend continues that in just a short period of time, we as a society will start to feel isolated.,



With all of this screen time, communication during a physical encounter is going to suffer. In Aylett (2017), the article explains how if this trend continues that in just a short period of time, we as a society will start to feel isolated. We are social creatures and crave attention from others. By only receiving this attention through a screen individual will start to feel as if they are deprived. Not only can this put a damper on a person's psyche, but it also will create issues for individuals later on. Not being able to communicate to other individuals will cause mass chaos between people. Individuals will not know how to voice what they need, others will miss interpret what they mean, sarcasms will not be understood; the list is endless.

This plan is the best call to action because the people who need to create the change first are companies. If companies push hard enough consumers will follow the trends. Other plans may not be as effective due to them not wanting to make changes or take a risk. Also, if companies do not slow down there could be negative backlash from current employees.

The first thing to do for this plan is to make sure that the companies are aware of the potential revenue that they could be losing if storefronts close. Have them sit down with their teams to add exclusive and fun atmospheres or products to their stores to increase foot traffic. Then having the marketing team really push the new and improved locations. Thus, increasing the desire for consumers to shop in stores allowing them to interact with the products before purchasing as well as with the employees.

### ***Sub-point 1***

Online shopping is taking over and consuming our culture. A study that had been conducted, Farber (2016), indicated that in 2016 shoppers had made 51 percent of their purchases online and 44 percent of smartphone users had used their mobile devices to makes these purchases. Having increasing numbers like these are alarming for those who work in the retail industry.

## *Plan Implementation*

To sum up my plan of action, I first would focus on the executives of the companies. I would explain to them how storefronts have been a part of culture since the beginning of time and that there is more at stake than just being able to touch the clothing before purchasing. They then need to take it to their design, marketing and web teams to make sure they understand that the company is going to take a turn in what they want for their consumers. Once the consumers have taken to the new marketing campaigns, exclusive items and cosmetic changes they will be more willing to shop in a store. These things are crucial for our society to maintain our ability to communicate with one another. This will for companies to continue to make revenue as well as supply jobs.

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