

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
Edson College of Nursing and Health Innovation (CNU)	Edson College of Nursing and Health Innovation (CNU)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
HCR	230	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Culture and Health

Course Catalog Description

Cultures of diverse groups and health/illness. Cross-cultural communication, awareness of own cultural influences, indigenous and alternative healing practices.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

None

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[HCR 230 Syllabus GS-Gold UGCC Approved 12 2024.docx](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

1. Introduction Post

1.a. **In this reflective assignment, students will present their cultural background and health practices, describing their involvement in notable cultural events and traditional health methods. Connect their reflections to examples or evidence from cultural health studies**

or scholarly articles to deepen their analysis. This assignment emphasizes the influence of cultural identity on health and healthcare experiences.

2. Case Study

2.b. This assignment involves analyzing a healthcare case study to deepen student's understanding of patient interactions, factors influencing treatment decisions, and strategies for culturally competent communication. Focus on how cultural, economic, or political systems impact patient care and healthcare outcomes. Immersion classes will collaborate in groups to present their findings, using evidence to support their analysis.

3. Learning Assessments 1-4

3.c. This course includes four Learning Assessments based on textbook chapters, articles, and videos. Respond to the prompts by analyzing historical or contemporary issues in healthcare and exploring the interactions among social or cultural systems. Use qualitative or quantitative evidence to support the student's arguments. Thoughtful, evidence-based initial responses on Canvas are required, adhering strictly to all provided guidelines and deadlines.

4. Scaffolded Paper Submissions & Final Paper

4.d. The Final Paper assesses students' understanding of the relationship between social determinants of health and healthcare disparities acquired throughout the course. Select a specific cultural community, analyze how a social determinant of health impacts healthcare access and outcomes, and identify a health disparity affecting that community. Propose culturally sensitive strategies to address these challenges. Each scaffolded assignment builds toward a comprehensive final essay that integrates feedback and demonstrates critical thinking and synthesis of course concepts. Use qualitative or quantitative evidence to support their analysis, and follow APA guidelines for a cohesive, original submission.

5. Quizzes (APA/Syllabus/Course Content) & Final Exam

5.e. The quizzes and Final Exam assess students' understanding of course materials, including historical or contemporary healthcare issues, dimensions of difference, and the interactions among cultural systems. Questions include multiple-choice, true/false, and fill-in-the-blank formats. Incorporate course concepts by analyzing global or local healthcare systems using evidence-based reasoning.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

1. Cultural Competency Program for Professionals Certificate

1.a. This course emphasizes ongoing learning to enhance cultural sensitivity in healthcare. After completing the online training, you will reflect on how the course enhances student's understanding of global or local cultural challenges in healthcare. Use specific examples from the course or training to analyze the importance of cultural competency in professional practice. Submit their completion certificate by the firm due date.

2. Implicit Bias Reflection

2.b. In this reflective assignment, you will watch a TED talk on implicit bias and explore student's own biases through a series of prompts. Analyze patterns in their results and connect them to broader social or cultural systems at local, regional, or global levels. Reflect on how recognizing these biases can impact their future healthcare interactions and propose evidence-based strategies to address them in their professional practice.

3. Case Study

3.c. This assignment involves analyzing a healthcare case study to deepen student's understanding of patient interactions, factors influencing treatment decisions, and strategies for culturally competent communication. Focus on how cultural, economic, or political

systems impact patient care and healthcare outcomes. Immersion classes will collaborate in groups to present their findings, using evidence to support their analysis.

4. Learning Assessments 1-4

4.d. This course includes four Learning Assessments based on textbook chapters, articles, and videos. Respond to the prompts by analyzing historical or contemporary issues in healthcare and exploring the interactions among social or cultural systems. Use qualitative or quantitative evidence to support the student's arguments. Thoughtful, evidence-based initial responses on Canvas are required, adhering strictly to all provided guidelines and deadlines.

5. Scaffolded Paper Submissions & Final Paper

5.e. The Final Paper assesses students' understanding of the relationship between social determinants of health and healthcare disparities acquired throughout the course. Select a specific cultural community, analyze how a social determinant of health impacts healthcare access and outcomes, and identify a health disparity affecting that community. Propose culturally sensitive strategies to address these challenges. Each scaffolded assignment builds toward a comprehensive final essay that integrates feedback and demonstrates critical thinking and synthesis of course concepts. Use qualitative or quantitative evidence to support their analysis, and follow APA guidelines for a cohesive, original submission.

6. Quizzes (APA/Syllabus/Course Content) & Final Exam

6.f. The quizzes and Final Exam assess students' understanding of course materials, including historical or contemporary healthcare issues, dimensions of difference, and the interactions among cultural systems. Questions include multiple-choice, true/false, and fill-in-the-blank formats. Incorporate course concepts by analyzing global or local healthcare systems using evidence-based reasoning

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

1. Introduction Post

1.a. In this reflective assignment, students will present their cultural background and health practices, describing their involvement in notable cultural events and traditional health methods. Connect their reflections to examples or evidence from cultural health studies or scholarly articles to deepen their analysis. This assignment emphasizes the influence of cultural identity on health and healthcare experiences.

2. Implicit Bias Reflection

2.b. In this reflective assignment, you will watch a TED talk on implicit bias and explore your own biases through a series of prompts. Analyze patterns in your results and connect them to broader social or cultural systems at local, regional, or global levels. Reflect on how recognizing these biases can impact your future healthcare interactions and propose evidence-based strategies to address them in your professional practice.

3. Case Study

3.c. This assignment involves analyzing a healthcare case study to deepen student's understanding of patient interactions, factors influencing treatment decisions, and strategies for culturally competent communication. Focus on how cultural, economic, or political systems impact patient care and healthcare outcomes. Immersion classes will collaborate in groups to present their findings, using evidence to support their analysis.

4. Learning Assessments 1-4

4.d. This course includes four Learning Assessments based on textbook chapters, articles, and videos. Respond to the prompts by analyzing historical or contemporary issues in

healthcare and exploring the interactions among social or cultural systems. Use qualitative or quantitative evidence to support the student's arguments. Thoughtful, evidence-based initial responses on Canvas are required, adhering strictly to all provided guidelines and deadlines.

5. Scaffolded Paper Submissions & Final Paper

5.e. The Final Paper assesses students' understanding of the relationship between social determinants of health and healthcare disparities acquired throughout the course. Select a specific cultural community, analyze how a social determinant of health impacts healthcare access and outcomes, and identify a health disparity affecting that community. Propose culturally sensitive strategies to address these challenges. Each scaffolded assignment builds toward a comprehensive final essay that integrates feedback and demonstrates critical thinking and synthesis of course concepts. Use qualitative or quantitative evidence to support their analysis, and follow APA guidelines for a cohesive, original submission.

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6.f. The quizzes and Final Exam assess students' understanding of course materials, including historical or contemporary healthcare issues, dimensions of difference, and the interactions among cultural systems. Questions include multiple-choice, true/false, and fill-in-the-blank formats. Incorporate course concepts by analyzing global or local healthcare systems using evidence-based reasoning.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

1. Introduction Post

1.a. In this reflective assignment, students will present their cultural background and health practices, describing their involvement in notable cultural events and traditional health methods. Connect their reflections to examples or evidence from cultural health studies or scholarly articles to deepen their analysis. This assignment emphasizes the influence of cultural identity on health and healthcare experiences.

2. Cultural Competency Program for Professionals Certificate

2.b. This course emphasizes ongoing learning to enhance cultural sensitivity in healthcare. After completing the online training, you will reflect on how the course enhances your understanding of global or local cultural challenges in healthcare. Use specific examples from the course or training to analyze the importance of cultural competency in professional practice. Submit your completion certificate by the firm due date.

3. Implicit Bias Reflection

3.c. In this reflective assignment, you will watch a TED talk on implicit bias and explore your own biases through a series of prompts. Analyze patterns in your results and connect them to broader social or cultural systems at local, regional, or global levels. Reflect on how recognizing these biases can impact your future healthcare interactions and propose evidence-based strategies to address them in your professional practice.

4. Case Study

4.d. This assignment involves analyzing a healthcare case study to deepen student's understanding of patient interactions, factors influencing treatment decisions, and strategies for culturally competent communication. Focus on how cultural, economic, or political systems impact patient care and healthcare outcomes. Immersion classes will collaborate in groups to present their findings, using evidence to support their analysis.

5. Learning Assessments 1-4

5.e. This course includes four Learning Assessments based on textbook chapters, articles, and videos. Respond to the prompts by analyzing historical or contemporary issues in

healthcare and exploring the interactions among social or cultural systems. Use qualitative or quantitative evidence to support the student's arguments. Thoughtful, evidence-based initial responses on Canvas are required, adhering strictly to all provided guidelines and deadlines.

6. Scaffolded Paper Submissions & Final Paper

6.f. The Final Paper assesses students' understanding of the relationship between social determinants of health and healthcare disparities acquired throughout the course. Select a specific cultural community, analyze how a social determinant of health impacts healthcare access and outcomes, and identify a health disparity affecting that community. Propose culturally sensitive strategies to address these challenges. Each scaffolded assignment builds toward a comprehensive final essay that integrates feedback and demonstrates critical thinking and synthesis of course concepts. Use qualitative or quantitative evidence to support their analysis, and follow APA guidelines for a cohesive, original submission.

7. Quizzes (APA/Syllabus/Course Content) & Final Exam

7.g. The quizzes and Final Exam assess students' understanding of course materials, including historical or contemporary healthcare issues, dimensions of difference, and the interactions among cultural systems. Questions include multiple-choice, true/false, and fill-in-the-blank formats. Incorporate course concepts by analyzing global or local healthcare systems using evidence-based reasoning.

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

1. Discuss the concept of Cultural Competency in relation to National standards for Cultural and Linguistic Appropriate services (NCLAS). [GCSI LO1, LO2, LO4]
2. Identify cultural influences on one's own beliefs and values. [GCSI LO3, LO4]
3. Apply models for assessing cultural orientations, health care expectations, psychosocial structures, language, and communication patterns among individuals from different ethnic groups. [GCSI LO2, LO4]
4. Explain the role that culture plays in determining how people perceive and shape their world. [GCSI LO1, LO3, LO4]
5. Summarize how cultural definitions of health, illness and disease causation influence health-related behaviors and practices. [GCSI LO1, LO3, LO4]
6. Compare healing modalities of different cultures.
7. Describe how cultural strengths and barriers influence health behaviors and utilization of health care services. [GCSI LO1, LO2, LO4]
8. Explore cross-cultural perceptions of aging and dying. [GCSI LO1, LO2, LO3, LO4]
Employ strategies for culturally-congruent health care delivery. [GCSI LO2, LO3, LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Daniel Eckstrom - January 7, 2025 at 9:52 AM (America/Phoenix)

Department Approval

Approved

- Judith Karshmer
- Katherine Kenny - January 29, 2025 at 7:18 AM (America/Phoenix)
- Daniel Eckstrom
- Nancy Kiernan

GSC Coordinator Review

Sent Back

- TJ Robedeau - January 29, 2025 at 10:51 AM (America/Phoenix)
- Please attach a recent syllabus to this submission. The current attachment is not a syllabus for this course.
- April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Daniel Eckstrom - January 29, 2025 at 10:55 AM (America/Phoenix)

Department Approval

Approved

- Judith Karshmer
- Katherine Kenny - February 14, 2025 at 4:36 PM (America/Phoenix)
- Daniel Eckstrom
- Nancy Kiernan

GSC Coordinator Review

Approved

TJ Robedeau - February 17, 2025 at 8:55 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 17, 2025 at 1:15 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 3, 2025 at 12:51 PM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - March 25, 2025 at 7:52 AM (America/Phoenix)

Revise and Resubmit. It appears that the course focuses primarily on culture and health within the US and not in a global sense. If further evidence can be provided to demonstrate the global nature of the course, we can review this course again for the GCSI designation.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Daniel Eckstrom

College Notification

Notification

Daniel Eckstrom
Nancy Kiernan
Katherine Kenny
