

000005

CLEMSON

UNIVERSITY Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: NURS- 3610

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2016**Catalog Title:** Leadership and Collaboration in Global Health**Transcript Title:** Leadership & Collaboration GH**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** -(-), (-)**Method of Instruction Course Modifier General Education Designation**

XA-Lecture Only	..Pass/Fail Only	..Creative Inquiry
..B-Lab (w/fee)	XGraded	..English Composition
..D-Seminar	..Variable Title	..Oral Communication
..E-Independent Study	..Creative Inquiry	..Mathematics
..F-Tutorial (w/fee)	..Repeatable	Natural Science No
..G-Studio	maximum credits:	..Lab
..H-Field course		..Natural Science w/Lab
..I-Study Abroad		..Math or Science
..L-Lab (no/fee)		..A&H (Literature)
..N/B-Lecture/Lab(w/fee)		..A&H (Non-Literature)
..N/L-Lecture/Lab(no fee)		..Social Science
		..CCA
		..STS

Add cross-listing with the following child course(s):

Catalog Description: This course provides the foundation for leadership skills and collaboration for the delivery of global health care in low resource countries. Communication skills needed to work in collective (partnership-based) agencies and communities as part of an inter-professional team will be emphasized.

Prerequisite(s): Enrollment limited to health-related disciplines and NURS 3600

Projected Enrollment:

Year 1 - 10 Year 2 - 12 Year 3 - 12 Year 4 - 20

Required course for students in: Global health certificate program

Statement of need and justification based on assessment results of student learning outcomes: An increasing number of students are seeking international experiences as part of their undergraduate program. This course will provide an opportunity for undergraduates to develop skills for global health communication with an emphasis on low resource countries and vulnerable populations.

Textbook(s): Ngwainmbi (2014). Healthcare Management Strategy, Communication, and Development Challenges and Solutions in Developing Countries Lanham, MA: Lexington Books. ISBN 978-0739185667
Murray, Wenger, Downes, & Terrazas (2011). Educating health professionals in low-resource countries: A global approach. New York: NY: Springer Publishing Company. ISBN 978-083613257-4

Learning Objectives: Upon completion of the course, the student will be able to:

1. Describe the purpose, structure and function of the World Health Organization (WHO).
2. Identify the types of non-governmental agencies currently working in various low resource countries.
3. Analyze the role of culture, economics, and politics on effective leadership.
4. Discuss health care delivery and the unique challenges of working with health systems of low resource countries.
4. Examine the ethical issues associated with research in low resource countries.
5. Recognize the common barriers to implementation of health promotion programs and develop strategies for minimizing these barriers.
6. Utilize collaboration techniques that facilitate partnerships and promote sustainable programs.

Topical Outline: Week 1 Theories of Leadership

- "Group" Culture
 - Characteristics of effective leadership
- Week 2 Factors influencing Leadership and Collaboration Roles
- Political factors
 - Cultural practices, including gender roles
- Week 3 Communication
- Cultural aspects of communication
 - Structuring meetings
 - Using alternative meeting formats
- Week 4 Cross Cultural Skills
- Week 5 Non-governmental agencies
- Types
 - Purposes
- Week 6 World Health Organization
- Purpose
 - Structure
 - Function
- Week 7 Health education programs to improve healthcare delivery
- Literacy issues
 - Cultural context
 - Delivery modes of information
 - Education for healthcare providers
- Week 8 Ministry of Health

*Approved @ changes to
Prerequisite (attached).*

CLEMSON

UNIVERSITY Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: NURS- 3610

.. New Honors Course: --

.. New Graduate Course: -

Changes
Approved
at UCC
2/6/15.**Effective Term:** 01/2016**Catalog Title:** Leadership and Collaboration in Global Health**Transcript Title:** Leadership & Collaboration GH**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. Creative Inquiry
.. B-Lab (w/fee)	X Graded	.. English Composition
.. D-Seminar	.. Variable Title	.. Oral Communication
.. E-Independent Study	.. Creative Inquiry	.. Mathematics
.. F-Tutorial (w/fee)	.. Repeatable	Natural Science No
.. G-Studio	maximum credits:	.. Lab
.. H-Field course		.. Natural Science w/Lab
.. I-Study Abroad		.. Math or Science
.. L-Lab (no/fee)		.. A&H (Literature)
.. N/B-Lecture/Lab(w/fee)		.. A&H (Non-Literature)
.. N/L-Lecture/Lab(no fee)		.. Social Science
		.. CCA
		.. STS

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Prerequisite(s): Enrollment limited to health-related disciplines (i.e., Nursing, Public Health Sciences, Nutrition, Preprofessional Health Studies, Premedicine, Preoccupational Therapy, Prepharmacy, Prephysical Therapy, *Prephysician assistant*) and NURS 3600

Projected Enrollment:

Year 1 - 10 Year 2 - 12 Year 3 - 12 Year 4 - 20

Required course for students in: Global health certificate program**Statement of need and justification based on assessment results of student learning**

outcomes: An increasing number of students are seeking international experiences as part of their undergraduate program. This course will provide an opportunity for undergraduates to develop skills for global health communication with an emphasis on low resource countries and vulnerable populations.

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4. Discuss health care delivery and the unique challenges of working with health systems of low resource countries.

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- Cultural aspects of communication
- Structuring meetings
- Using alternative meeting formats

Week 4 Cross Cultural Skills

Week 5 Non-governmental agencies

- Types
- Purposes

Week 6 World Health Organization

- Purpose
- Structure
- Function

Week 7 Health education programs to improve healthcare delivery

- Literacy issues
- Cultural context
- Delivery modes of information
- Education for healthcare providers

Week 8 Ministry of Health

- Role
- Function
- Working with MOH in host countries

Week 9 Health care systems

- Community-based care
- Use of community workers
- Health posts
- Clinics

Week 10 Ethical research in low income countries

- Informed consent
- Standard of care
- Community expectations

Week 11 Global health diplomacy

- Advocacy and activism

Week 12 Global community health planning and interventions

- Health program planning and evaluation
- Global connectedness

Week 13 Group Presentations

Week 14 Group Presentations

Week 15 Group Presentations

Evaluation: 1. Online Exams (15% each) Total = 30%

2. Discussion Board (20%)

3. Written Paper (30%)


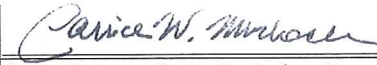
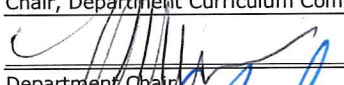
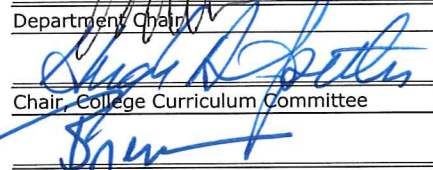

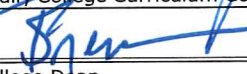
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- Role
- Function
- Working with MOH in host countries
- Week 9 Health care systems
- Community-based care
- Use of community workers
- Health posts
- Clinics
- Week 10 Ethical research in low income countries
- Informed consent
- Standard of care
- Community expectations
- Week 11 Global health diplomacy
- Advocacy and activism
- Week 12 Global community health planning and interventions
- Health program planning and evaluation
- Global connectedness
- Week 13 Group Presentations
- Week 14 Group Presentations
- Week 15 Group Presentations

Evaluation: 1. Online Exams (15% each) Total = 30%
 2. Discussion Board (20%)
 3. Written Paper (30%)
 4. Group Presentation (20%) (Will count as final exam)
 A = 90-100
 B = 80 - 89
 C = 75 - 79
 D = 74 -70
 F = Below 70

Form Originator: ROXANNA, Amerson, Roxanne **Date Form Created:** 12/8/2014
Form Last Updated by: ROXANNA, Amerson, Roxanne **Date Form Last Updated:** 1/12/2015
Form Number: 7955

Approval

	12/3/14		2/6/2015
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	1/11/15		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
			4/4/2015
Chair, College Curriculum Committee	Date	Provost 	Date
	1/4/10		
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		



Curriculum and Course Change System - Print New Course Form

000007

Course Abbreviation & Number:

X New Undergraduate Course: NURS- 3620

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 05/2016**Catalog Title:** Field Experience in Low Resource Country: Guatemala**Transcript Title:** Field Experience in Guatemala**Fixed Credit Course:** 3 (0,3)**Variable Credit Course:** -(-), (-)

Method of Instruction	Course Modifier	General Education Designation
..A-Lecture Only	..Pass/Fail Only	..Creative Inquiry
..B-Lab (w/fee)	XGraded	..English Composition
..D-Seminar	..Variable Title	..Oral Communication
..E-Independent Study	..Creative Inquiry	..Mathematics
..F-Tutorial (w/fee)	..Repeatable	Natural Science No
..G-Studio	maximum credits:	..Lab
..H-Field course		..Natural Science w/Lab
XI-Study Abroad		..Math or Science
..L-Lab (no/fee)		..A&H (Literature)
..N/B-Lecture/Lab(w/fee)		..A&H (Non-Literature)
..N/L-Lecture/Lab(no fee)		..Social Science
		..CCA
		..STS

Add cross-listing with the following child course(s):

Catalog Description: This study abroad course will focus on language acquisition while working and living in a low resource country. Students will participate in service-learning projects with community partnerships. Recognition of the social, economic, and cultural contexts of the host country will be emphasized.

Prerequisite(s): Enrollment limited to health-related disciplines and NURS 3600 and NURS 3610

Projected Enrollment:

Year 1 - 10 Year 2 - 12 Year 3 - 12 Year 4 - 20

Required course for students in: Global health certificate program

Statement of need and justification based on assessment results of student learning outcomes: The course will offer a broader knowledge of global health with an emphasis on health in low resource countries and vulnerable populations, followed by a meaningful field experience in a Latin American country. Completion of the global health certificate will help to prepare students for internationally-focused careers in academia, government agencies, non-governmental organizations, immigrant health agencies, philanthropic foundations, and international health organizations.

Textbook(s): Murray, Wenger, Downes, & Terrazas (2011). Educating health professionals in low-resource countries: A global approach. New York: NY: Springer Publishing Company. ISBN 978-083613257-4

Organista, K. (2007). Solving Latino psychosocial and health problems: Theory, practice, and populations. Hoboken, NJ: Wiley. ISBN 978-0-470-12657-8

Learning Objectives: Upon completion of the course, the student will be able to:

1. Communicate in the local language on a conversational level as the minimum requirement.
2. Describe the impact of social determinants of health and the prevalence of disease in the host country.
3. Summarize the relationship between economic status and the health status of residents within the host country.
4. Describe the cultural practices that must be incorporated into an effective health promotion program for the host country.
5. Examine the political factors that influence the health status and access to care of the resident population in the host country.
6. Design and implement health promotion strategies in conjunction with the community partnership.

Topical Outline: This study abroad course will consist of 4 weeks in a low resource country (i.e., Guatemala). The student will live with a host family and attend language school 20 hours per week. Ten to twelve hours during the week will be spent working with a local healthcare agency/partnership. The remaining eight hours of the week will include classroom lecture and discussion with a special focus on the unique aspects of the host country. See the sample lecture topics below:

Lecture topics and discussion emphasizing the focus on global health and health disparities with a special focus on the host country of Guatemala:

1. Orientation: Orientation to Service-Learning Philosophy
2. Overview of Guatemalan History and Culture; The Guatemalan Health System
3. Globalization, Ethnomedical Systems, and Treatment
4. Political Economy of Infectious Disease and Undernutrition
5. Educational Systems and Ethnic Inequality
6. Development, Gender, and The Politics of Reproduction
7. Justice and Governance
8. Health as a Human Right

Evaluation: 1. Participation in Classroom Discussion (25%)

2. Reflection (25%)

3. Health Promotion Deliverable to Community Partner (50%) (Will count as final exam)

A = 90-100

B = 80 - 89

C = 75 - 79

D = 74 -70

F = Below 70

*Approved @ changes
to prerequisites
(attached)*



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: NURS- 3620

.. New Honors Course: --

.. New Graduate Course: -

changes
approved
at ucc
2/6/15.

Effective Term: 05/2016**Catalog Title:** Field Experience in Low Resource Country**Transcript Title:** Field Exp in Low Resource Coun**Fixed Credit Course:** 3 (0,9)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. Creative Inquiry
.. B-Lab (w/fee)	X Graded	.. English Composition
.. D-Seminar	.. Variable Title	.. Oral Communication
.. E-Independent Study	.. Creative Inquiry	.. Mathematics
.. F-Tutorial (w/fee)	.. Repeatable	Natural Science No
.. G-Studio	maximum credits:	.. Lab
X H-Field course		.. Natural Science w/Lab
.. I-Study Abroad		.. Math or Science
.. L-Lab (no/fee)		.. A&H (Literature)
.. N/B-Lecture/Lab(w/fee)		.. A&H (Non-Literature)
.. N/L-Lecture/Lab(no fee)		.. Social Science
		.. CCA
		.. STS

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Catalog Description: This study abroad course will focus on language acquisition while working and living in a low resource country. Students will participate in service-learning projects with community partnerships. Recognition of the social, economic, and cultural contexts of the host country will be emphasized.

Prerequisite(s): Enrollment limited to health-related disciplines (i.e., Nursing, Public Health Sciences, Nutrition, Preprofessional Health Studies, Premedicine, Preoccupational Therapy, Prepharmacy, Prephysical Therapy, *Prephysician Assistant*) and NURS 3600 and 3610

Projected Enrollment:

Year 1 - 10 Year 2 - 12 Year 3 - 12 Year 4 - 20

Required course for students in: Global health certificate program**Statement of need and justification based on assessment results of student learning**

outcomes: The course will offer a broader knowledge of global health with an emphasis on health in low resource countries and vulnerable populations, followed by a meaningful field experience in a Latin American country. Completion of the global health certificate will help to prepare students for internationally-focused careers in academia, government agencies, non-governmental organizations, immigrant health agencies, philanthropic foundations, and international health organizations.

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Organista, K. (2007). Solving Latino psychosocial and health problems: Theory, practice, and populations. Hoboken, NJ: Wiley. ISBN 978-0-470-12657-8

Learning Objectives: Upon completion of the course, the student will be able to:





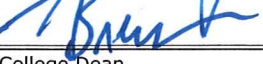
1. Communicate in the local language on a conversational level as the minimum requirement.

Director, Calhoun Honors College	Date	

Form Originator: ROXANNA, Amerson, Roxanne **Date Form Created:** 12/8/2014
Form Last Updated by: ROXANNA, Amerson, Roxanne **Date Form Last Updated:** 1/12/2015
Form Number: 7956

000008

Approval

	12/30/14		2/6/2015
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	1/11/15		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	1/15/15	Robert W. Jones	4/3/2015
Chair, College Curriculum Committee	Date	Provost	Date
	1/16/15		
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

000009

CLEMSON

UNIVERSITY Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: NURS- 3600

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 08/2015**Catalog Title:** Social Determinants of Health in Low Resource Countries**Transcript Title:** Social Determinants in Health**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** -(-), (-)

Method of Instruction	Course Modifier	General Education Designation
XA-Lecture Only	..Pass/Fail Only	..Creative Inquiry
..B-Lab (w/fee)	XGraded	..English Composition
..D-Seminar	..Variable Title	..Oral Communication
..E-Independent Study	..Creative Inquiry	..Mathematics
..F-Tutorial (w/fee)	..Repeatable	Natural Science No
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..L-Lab (no/fee)		..A&H (Literature)
..N/B-Lecture/Lab(w/fee)		..A&H (Non-Literature)
..N/L-Lecture/Lab(no fee)		..Social Science
		..CCA
		..STS

Add cross-listing with the following child course(s):

Catalog Description: This course will examine the historic roots of global health and examine the impact of social determinants of health with a specific focus on low resource countries. Topics will include diseases common to impoverished populations, childhood and maternal morbidity, violence, occupational injuries, and malnutrition.

Prerequisite(s): Enrollment limited to health-related disciplines

Projected Enrollment:

Year 1 - 10 Year 2 - 12 Year 3 - 12 Year 4 - 20

Required course for students in: Global health certificate program

Statement of need and justification based on assessment results of student learning outcomes: An increasing number of students are seeking international experiences as part of their undergraduate program. This course will provide an opportunity for undergraduates to develop knowledge of global health with an emphasis on health in low resource countries and vulnerable populations.

Textbook(s): Holtz, C. (2013). Global health care: Issues and politics. Sudbury, MA: Jones and Bartlett. ISBN 978-0-7637-3852-5

Learning Objectives: Upon completion of the course, the student will be able to:

1. Identify the historical events that impact global health in low resource countries.
2. Describe the impact of social determinants of health and the prevalence of disease in low resource countries.
3. Summarize the relationship between economic development of countries and the health status of the resident populations.
4. Identify public health challenges influenced by cultural and socioeconomic contexts in low resource countries.
5. Identify sources of evidence-based strategies for the design of health promotion, risk reduction, and disease prevention programs in low resource countries.
6. Apply knowledge and skills to address social, economic and political determinants of global health in low-resource countries.

Topical Outline: Week 1-2 Global Health Issues, Policy and Healthcare Delivery in Low Resource Countries

Historical Analysis of Global Health

Health Disparities

Burden of Disease on Specific Populations

Equality in Health Care & Ethics of Social Justice

Health as a Human Right

Global Health Indicators, Emerging Health Threats, Measures of Population Health,

Millennium Development Goals

Week 3 Social Determinants of Health

Genetic and Biological

Individual Behaviors and Cultural practices

Social Environments including Gender, Educational levels, and Income

Physical Environment, including Exposure to Chemicals and Pesticides

Week 4 Global Perspectives of Economics and Health Care in Low Resource Countries

Economics of Low-Income Countries and the Impact on Health Outcomes

Global Politics of Health

Effects of War and Conflict

Week 5-8 Special Global Health and Healthcare Issues in Low Resource Countries

Health services, Lack of access to care

Infectious Diseases

Maternal and Childhood Morbidities

Traditional Medicine and Cultural Practices

Diseases of poverty

Chronic Health, including Cardiovascular & Diabetes

Violence, Injury and Occupational Health

Nutrition, Ecology of Global hunger

Mental Health

Environmental Health

*Approved with changes
to prerequisites (attached).*

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Course Abbreviation & Number:

X New Undergraduate Course: NURS- 3600

.. New Honors Course: --

.. New Graduate Course: -

Changes
approved
at UCC
2/16/15.**Effective Term:** 08/2015**Catalog Title:** Social Determinants of Health in Low Resource Countries**Transcript Title:** Social Determinants in Health**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. Creative Inquiry
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Health Disparities

Burden of Disease on Specific Populations

Equality in Health Care & Ethics of Social Justice

Health as a Human Right

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Global Politics of Health

Effects of War and Conflict

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Health services, Lack of access to care

Infectious Diseases

Maternal and Childhood Morbidities

Traditional Medicine and Cultural Practices

Diseases of poverty

Chronic Health, including Cardiovascular & Diabetes

Violence, Injury and Occupational Health

Nutrition, Ecology of Global hunger

Mental Health

Environmental Health

Weeks 9-11 Life Span Health Issues in Low Resource Countries

Reproduction and Infants

Children

Older Adult

Weeks 12 - 15 Worldwide Health Issues and Trends by Specific Country

A Unique Perspective on Health in Panama

Health and Health Care in Guatemala

Health and Health Care in the Dominican Republic

Evaluation: Online Exams 15% X 2 (30%).

Class Participation: 20%

Course Blog: 20%

Written Paper: 30% (Will count as final exam)

A = 90-100

B = 80 - 89

C = 75 - 79

D = 74 -70

F = Below 70

Form Originator: ROXANNA, Amerson, Roxanne **Date Form Created:** 12/8/2014

Form Last Updated by: ROXANNA, Amerson, Roxanne **Date Form Last Updated:** 2/10/2015

Form Number: 7954


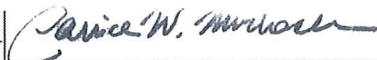
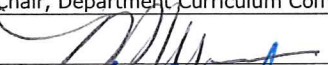

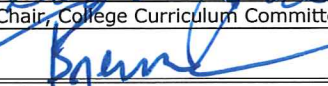
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000011

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Form Originator: ROXANNA, Amerson, Roxanne **Date Form Created:** 12/8/2014
Form Last Updated by: ROXANNA, Amerson, Roxanne **Date Form Last Updated:** 1/8/2015
Form Number: 7954

Approval

	12/30/14		2/6/2015
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	1/11/15		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	1/15/15	Robert Jones	4/3/2015
Chair, College Curriculum Committee	Date	Provost	Date
	1/24/15		
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

Action Item: Approve the Certificate in

College/Department: College of HHD – School of Nursing

New Certificate: (specify: baccalaureate, post-baccalaureate, graduate, post-graduate)
Baccalaureate

Implementation Date: **Fall 2015**

CIP Code: 511608

Methodology (traditional, online, blended): Blended with additional study abroad field experience

Site of Delivery: University Center of Greenville

Number of Credit Hours: 12

Contact Person: Roxanne Amerson Phone 864-250-5565 roxanna@clemson.edu

Justification: An increasing number of students are seeking international experiences as part of their undergraduate program. At the same time, universities are seeking to educate their students to become global citizens. This program will fill a niche that is needed specifically for undergraduate students. Currently, most universities only offer a global health certificate for graduate students. These universities include: UNC-Chapel Hill, the John Hopkins University, University of Washington, University of Michigan, University of Pittsburgh, and Vanderbilt University. Few universities currently offer a global health certificate to undergraduates. Those that do offer an undergraduate certificate program, include the University of California Los Angeles, Duke University (ended their program in 2013), Case Western Reserve University, and University of California Irvine. Clearly, this is an offering that top universities have recognized as valuable to their undergraduates.

Many universities are seeking to provide an international experience for their students. While these experiences expose students to language and cultural practices of the host country, few programs focus specifically on low resource countries. As Clemson graduates prepare to work in global settings, it is essential that graduates understand the societal issues that influence the delivery of healthcare in low resource countries.

Curriculum Requirements (must include specific course work):

This certification program will provide knowledge of global health with an emphasis on health in low resource countries and vulnerable populations. It will provide an opportunity for Clemson University undergraduates to engage in classroom instruction followed by a meaningful field experience in a Latin American country.

The global health certificate would be open to Clemson University undergraduate students who are enrolled in a health-related field (pre-med, public health, nursing, etc). It will

Leadership and Collaboration in Global Health (NURS 3610)

Upon completion of the course, the student will be able to:

1. Describe the purpose, structure and function of the World Health Organization (WHO).
2. Identify the types of non-governmental agencies currently working in various low resource countries.
3. Analyze the role of culture, economics, and politics on effective leadership.
4. Discuss health care delivery and the unique challenges of working with health systems of low resource countries.
5. Examine the ethical issues associated with research in low resource countries.
6. Recognize the common barriers to implementation of health promotion programs and develop strategies for minimizing these barriers.
7. Utilize collaboration techniques that facilitate partnerships and promote sustainable programs.

Supporting Requirement: Students will choose from a list of approved courses to support their specific area of interest and/or discipline.

Field Experience in Low Resource Country: Guatemala (NURS 3620)

Upon completion of the course, the student will be able to:

1. Communicate in the local language on a conversational level as the minimum requirement.
2. Describe the impact of social determinants of health and the prevalence of disease in the host country.
3. Summarize the relationship between economic status and the health status of residents within the host country.
4. Describe the cultural practices that must be incorporated into an effective health promotion program for the host country.
5. Examine the political factors that influence the health status and access to care of the resident population in the host country.
6. Design and implement health promotion strategies in conjunction with the community partnership.

Assessment of Program Outcomes –

The program outcomes are:

1. To provide opportunities for students to engage in meaningful service-related field experiences in a low resource country.
2. To create global citizens with the ability to synthesize knowledge of current global health issues and develop innovative strategies to improve health outcomes in low resource countries.
3. To prepare students for internationally-focused careers in academia, government agencies, non-governmental organizations, immigrant health agencies, philanthropic foundations, and international health organizations.

Currently a national, standardized examination for global health certification does not exist. Assessment of the program outcomes will be conducted through follow-up surveys with graduates one year following graduation and/or completion of the certificate program. Also, an employer survey will be conducted to determine satisfaction rates associated with hiring CU graduates who have completed the certificate program.

The school of nursing will retain the Certificate Plan of Study and will issue the certificates. The Social Determinants of Health for Developing Countries and Leadership and Collaboration for Global Health course will primarily be taught by Dr. Amerson and/or Mrs. Janice Lanham in the School of Nursing (SON). These blended courses will be taught through the University Center of Greenville and will be self-supporting based on the funds generated from the courses. The supporting requirements are courses that are currently being taught at Clemson University; therefore this would not increase the instructional burden on the SON or require new/additional courses to be implemented. The field work would be shared by several faculty within the SON. Faculty would alternate annually for the field work. Two faculty are required for study abroad programs; therefore two faculty would participate in the field experience with a minimum enrollment of 12 students the first year and a minimum of 15 students by year 3. Maximum enrollment would be capped at 20 students per 2 faculty. The cost of living is substantially lower in these low resource countries for both faculty and students. The average student cost, excluding airfare, should be around \$3000 for 4 weeks of study abroad in Guatemala. This would include summer academic fee, international fee, homestay with a family, foreign travel insurance, and transportation. The funds generated by the study abroad field experience will cover faculty expenses plus salary for the 4-week experience and allow for the seed money to be repaid to the Office of Global Engagement.

PROPOSED BUDGET

Proposed Degree: _____ Global Health in Low Resource Countries Certificate Program _____

Contact Person: Roxanne Amerson

Phone Number: 864-250-5565 **E-mail:** roxanna@clemson.edu

Brief Description of the proposed degree:

This certification program will provide knowledge of global health with an emphasis on health in low resource countries and vulnerable populations. It will provide an opportunity for Clemson University undergraduates to engage in classroom instruction followed by a meaningful field experience in a Latin American country, while filling a niche that is needed specifically for undergraduate students. Currently, most universities only offer a global health certificate for graduate students.

The global health certificate would be open to Clemson University undergraduate students who are enrolled in a health-related field (pre-med, public health, nursing, etc). It will provide opportunities to students who are interested in global health issues, but may not desire to pursue a full program. The certificate will allow students who are seeking degrees in health fields (i.e., nursing) to complete a certificate with a focus specifically in global health of low resource countries, in addition to their respective degree.

The certificate program will consist of 12 credit hours. Two new courses will be offered through the School of Nursing. Students will choose a supporting requirement course, and complete a field experience (attending a language school, living with a host family, and working with a service organization in the local community).

Degree Program Goals and Impact:

The program goals are:

1. To provide opportunities for students to engage in meaningful service-related field experiences in a low resource country.
2. To create global citizens with the ability to synthesize knowledge of current global health issues and develop innovative strategies to improve health outcomes in low resource countries.
3. To prepare students for internationally-focused careers in academia, government agencies, non-governmental organizations, immigrant health agencies, philanthropic foundations, and international health organizations.

Many universities are seeking to provide an international experience for their students. While these experiences expose students to language and cultural practices of the host country, few programs focus specifically on low resource countries. As Clemson graduates prepare to work in global settings, it is essential that graduates understand the societal issues that influence the delivery of healthcare in low resource countries.

Participants

Name	Department	Discipline/Expertise
Roxanne Amerson	Nursing	Community & Global Health
Janice Lanham	Nursing	Global Health/Bahamas
Lisa Duggan	Nursing, FNP	Women's Health/Ecuador/DR
Stephanie Davis	Nursing, FNP	Family Health/Ecuador/DR
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total Annual Cost/Expenditure Projections: Annual = \$43,884
Total for 5 years = \$219,420

External Support

Participants' current funded research/scholarship of Global Engagement _____ \$5000 Seed Money from Office
Participants' submitted proposal totals _____

Approval

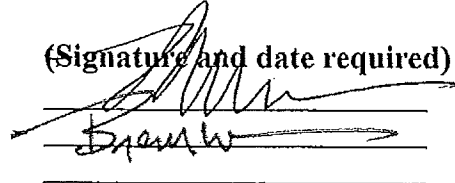
(Check all that apply to this application.)

Department Chair*

Dean*

Vice President Academic Affairs and Provost **

(Signature and date required)



*If multiple departments/colleges are involved in funding the proposed center/institute, each chair/dean must sign

**Provost Approval includes approval by Graduate or Undergraduate Dean

RETURN THIS FORM TO DR. DEBRA JACKSON, 302 SIKES HALL

FIVE YEAR PROJECTED BUDGET SUMMARY

Estimated Cost by Year						Funding Source	Approved Signature and Date*
Headcount	% of effort	Year 01	Year 02	Year 03	Year 04		
Administrative Salaries							
Existing							
New							
Faculty Salaries							
Existing	25%	41,694	41,694	41,694	41,694	41,694	Academic Fees and SON <i>[Signature]</i> 12/22/2014
New							
Graduate Assistants (GADS)							
Existing							
New							
Administrative Support							
Existing							
New							
Office Supplies							
Travel/Training Needs							
Library Resources							
Equipment							
Facility Needs							
Other Costs							
TOTALS							
	1	9.735 hrs	2,190	2,190	2,190	2,190	Academic Fees and SON <i>[Signature]</i> 12/22/2014

*This signature indicates agreement to fund this program activity from the indicated budget source.

Please return this form to Dr. Debra Jackson, 302 Sikes Hall

Add Undergraduate Course

Course Attributes

Subject Abbreviation: HLTH-Health Catalog Title: Fieldwork in Health Careers
Course Number: 3010 Transcript Title: Fieldwork in Health Careers
Effective Term: Spring 2015 Cross-reference(s):
College: Health, Educ and Human Dev Grade Mode: Standard Letter
Department: Public Health Sciences

Additional Fee?

Justification

Fee for experiential lab placement within healthcare delivery system, including student processing expenses with health system partners.

Form

Syllabus

User ID: wsheri Name: Windsor Sherrill

Date: 01/23/2015 Number: 5351

Description: Course Syllabus

Hours

Fixed Credit Course

Credit Hrs Contact Hrs

3 45

Variable Credit Course

Credit Hrs Contact Hrs

Min Max Min Max

Rationale for Add Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

Projected Enrollment

Year 1: 20

Year 2: 20

Year 3: 20

Year 4: 20

Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

10% IHI Leadership Module completion 30% IHI Module Examinations (5 @ 6% each) 10% Timely completion of work with mentor 10% Timely completion and documentation of contact hours 40% Assessment of Experiential Learning Plan / Evaluation and Reflection (20% from site learning partner's evaluation of student work; 20% from experiential learning coordinator evaluator at GHS)

Catalog Description

Using experiential and online learning methods, this course provides opportunities for students to build understanding of the healthcare system, learn about healthcare careers, and enhance leadership skills.

Statement of need and justification based on assessment of student learning outcomes

This course enables students to hone their professional skills through immersion in a real healthcare setting. In addition, this course helps students to develop an understanding of healthcare systems.

Textbook(s)

Institute for Healthcare Improvement Open School. Modules: Healthcare Leadership L101, Quality Improvement QI 101, Patient and Family Centered Care PCC 101, Patient Safety PS 101, Population Health Management.
<http://www.ihl.org/offerings/IHIOpenSchool/Courses/Pages/default.aspx>

Learning Objectives

- Gain knowledge in the function of the American healthcare system through exposure to clinical care, health systems management and operations and delivery, and healthcare policy
- Gain healthcare experience that will be relevant to post graduate education or to entering the health services workforce
- Gain exposure and understanding of a variety of careers in health care
- Develop professional and interpersonal skills necessary for working in health delivery systems and managing healthcare operations partners
- Identify and develop characteristics of effective leadership within health care organizations
- Gain understanding of key aspects of healthcare:
 - o Healthcare Leadership
 - o Patient Safety
 - o Quality Improvement
 - o Patient- and Family-Centered Care
 - o Population Health Management

Topical Outline

Week Topics 1. Overview & Introduction 2. Healthcare Leadership L101 3. Healthcare Leadership Experiential Learning (5 hours) 4. Healthcare Leadership Experiential Learning (5 hours) 5. Quality Improvement QI 101 6. Quality Improvement Experiential Learning (5 hours) 7. Quality Improvement Experiential Learning (5 hours) 8. Patient and Family Centered Care PCC 101 9. Patient and Family Centered Care Experiential Learning (5 hours) 10. Patient and Family Centered Care Experiential Learning (5 hours) 11. Patient Safety PS 101 12. Patient Safety Experiential Learning (5 hours) 13. Patient Safety Experiential Learning (5 hours) 14. Population Health Management 15. Population Health Management Experiential Learning (5 hours)

Chris Roberts

Chair, Department Curriculum Committee

1/27/15
Date

Chris Roberts

Department Chair

1/28/15
Date

Chris Roberts

Chair, College Curriculum Committee

1/27/15
Date

Chris Roberts

College Dean

1/30/15
Date

Director, Calhoun Honors College

Janice W. Matheson

Date

Chair, Undergraduate Curriculum Committee

2/6/2015

Date

Chair, Graduate Curriculum Committee

Robert W. Jones

Date

Provost

4/3/2015

Date

President

Date