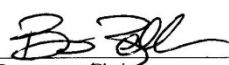



**WINONA STATE UNIVERSITY  
GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

Course HERS 305

<b>Department Approval</b>	
 Department Chair	<div style="display: flex; justify-content: space-between;"> <div> <u>12/12/13</u> Date         </div> <div> <u>bzeller@winona.edu</u> e-mail address         </div> </div>
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*	
 Dean of College	<div style="display: flex; justify-content: space-between;"> <div> <u>12-18-13</u> Date         </div> </div>
<small>*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.</small>	
<b>GEPS Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ Chair, General Education Program Subcommittee	_____ Date
<b>A2C2 Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ Chair of A2C2	_____ Date
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ President of Faculty Senate	_____ Date
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ Academic Vice President	_____ Date
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ President	_____ Date
Please forward to Registrar.	
Registrar    _____ Date entered	Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]

WINONA STATE UNIVERSITY  
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Health, Exercise & Rehabilitative Sciences Date November 18, 2013  
305 Health, Exercise & Medicine: An International Perspective 3  
Course No. Course Name Credits  
Prerequisites None

GEP Goal Area(s):\*

**CORE GOAL AREAS**

- ☐ Goal 1: Communication  
☐ Goal 3: Natural Science  
☐ Goal 4: Mathematics/Logical Reasoning  
☐ Goal 5: History and the Social and Behavioral Sciences  
☐ Goal 6: The Humanities and Fine Arts

**THEME GOAL AREAS**

- ☐ Goal 7: Human Diversity  
☒ Goal 8: Global Perspective  
☐ Goal 9: Ethical and Civic Responsibility  
☐ Goal 10: People and the Environment

\* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

☐ Intensive:

- ☐ 1. Writing  
☐ 2. Oral Communication  
☐ 3a. Mathematics/Statistics  
☐ 3b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a **General Education Program Approval Form**.

Department Contact Person for this Proposal:

Brian Zeller 457-5575 bzeller@winona.edu  
Name (please print) Phone e-mail address

[Revised 9-6-11]

**WINONA STATE UNIVERSITY**  
**COLLEGE OF NURSING & HEALTH SCIENCES**  
**DEPARTMENT OF HEALTH, EXERCISE AND REHABILITATIVE SCIENCES**

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HERS 305 – Health, Exercise and Medicine: An International Perspective (3 SH)

Frequency of Offering: Summer Session (Alternate Years)

**Course Description:**

This course is an interdisciplinary travel program designed to expose students to medicine, health and exercise in a society outside of the United States. Students will engage in multiple, different learning opportunities; including peer group presentations, lectures/discussions from specialists in their field, placement in clinical sites to interact with peers and mentors from the United Kingdom and hands-on learning experiences in various settings.

**Course Objectives:**

1. Students will research, observe, experience and understand the societal differences within their respective health care/educational professions between the United States and the United Kingdom.
  - All students will gain an understanding in the differences between the National Health Service (NHS) in the UK and the USA system of third party reimbursement.
  - All students will gain an understanding in how a “healthy lifestyle” (ie., nutrition, wellness, exercise, injury prevention, etc.) is defined and practiced in a different cultural setting. They will also gain an understanding of how these differences affect their personal philosophies in dealing with unhealthy populations in the USA.
  - All students will gain an understanding of the specific differences in academic preparation and professional goals from professionals in their field in the USA and the UK.
    - i. Examples: Athletic Training students from WSU will have peer groups formed with Sports Rehabilitation students at the university setting in the UK, foster relationships with faculty and professional staff at the university setting and experience on-the-job responsibilities in a hands-on environment during visits to clinical sites.
    - ii. This will also be the case for students in Exercise Science, Health Promotion, Nursing and other Health Care Professions. Experiences will be designed and implemented with the career paths of the students in mind.
2. Students will gain a more in-depth understanding of pertinent health related topics in the UK through research performed individually and in groups, formal presentations and course assignments prior to departing to the UK. Topics will include:
  - Evolution of medicine and the history of disease and health in the English society dating back hundreds of years
  - Pioneers in medicine and health
  - Medicine, disease and health today...does it differ from the USA? How?
  - Exercise and medicine...how are the physically active treated within these differing health care systems? How do these differences enhance or impede the health care of the individual?
3. Students will gain hands-on experience in classroom and clinical settings within the UK, along with faculty presentations, historical exhibits and interactions with residents of the UK.
  - Physical interaction between peers and mentors living and working/studying in similar careers in a different global community is essential for the student to gain an understanding in how the world views health care related issues.

4. Students will merge classroom information, research of the related literature and personal experiences to improve their overall understanding of their professional field.
  - Students will be active participants in faculty discussions concerning research in the field
  - Students will be hands-on learners during clinical site visits
  - Students will be required to develop and maintain a daily reflective journal and portfolio of learning opportunities and experiences throughout the travel study program.
  - Students will formulate a summary paper on their learning experiences, along with comparing and contrasting the USA and UK society as it deals with medicine, health and exercise.
5. Students will be able to use and integrate the information, experiences and principles gained through this course for the enhancement of their clinical practice.

### **Course Assignments/Requirements:**

- **Pre-Trip Assignments** – During our pre-trip meetings a number of small assignments and readings will be assigned. These will relate to the USA healthcare system or activities that we will be doing while on our trip. All assignments are expected to be typed and handed in to the faculty on the date DUE. (100 Points)
- **Professional Presentation** - During the pre-trip classroom sessions students will be asked to develop a 20-25 minute presentation to be presented prior to our departure to England and Ireland. Groups will be created and the topic will relate to the current USA Health Care System. Students will be graded on their use of technology, content of the presentation, presentation style, professionalism and the ability to answer questions from the audience. (100 Points)
- **Individual Journaling/Reflective Writing** – Students will be required to maintain a trip journal documenting their experiences while in the UK, interactions with faculty/health care professionals, and their personal reflections. Students will also be asked to consider specific questions each day by the trip faculty members. These questions will relate to the experiences planned that day and the overall learning objectives of the course. Students improve their writing and reflection skills by completing daily journal entries and we feel that this is an important part of the overall learning process. (100 Points)
- **Group Discussions** – Group discussions will occur during planned group meetings and throughout each day of planned activities. The faculty and students will engage in discussions concerning the goals of the day, experiences obtained during the day and the overall goals of the course. Discussion concerning any incidental learning will also be an important component of these discussions. Student interaction during these discussions is expected. (50 Points)
- **Professional Behavior** – Students are expected to represent themselves, the faculty members attending and Winona State University in the highest regard while traveling. Students are expected to follow ALL rules and policies set prior to the start of the trip and during the trip. Students are expected to be responsible in time management (do not be late!!), interactions with classmates, interactions with guest presenters and all other members of this travel study program. Problems that occur on the trip will result in a lower grade for the course! (100 Points)
- **Final Project** - Students will complete a final summative paper/project of the travel program and to reflect on the experiences provided during the trip. This project will include a written and photographic summary of the travel study program; the students professional, academic and cultural experiences while in England and Ireland; discussion on how this experience enhanced their college experience, their professional goals and them as a person. (100 Points)
  - **Project Options**

- “Old Fashion” Scrapbook
- On-line Scrapbook – Can use on-line means, such as “Shutterfly” to create a scrapbook
- Use powerpoint or other digital means to create your project
- **Healthcare Summary Paper** – Students will complete a 3-5 page paper illustrating the differences in the UK and USA healthcare systems. It is expected that students will use the factual information provided in class AND their personal experiences from their care at home and what was discussed/experienced on the trip. (50 Points)

## **COURSE PLAN**

### **Pre-Trip and In-Country Sessions**

Topics Include:

1. Orientation to course objectives and learning outcomes associated with this course. (as described in course syllabus)
2. In-depth study of the USA Health Care System
  - a. History of health care in the USA
  - b. Where is the USA in global rankings in health care?
  - c. How is it financed?
  - d. Health Insurance Models
  - e. Federal and State Programs
    - i. Medicare
    - ii. Medicaid
    - iii. Military
    - iv. Others
  - f. Affordable Care Act
    - i. What is it? How does it affect you? Is it working?
3. Develop an understanding in the differences in how other countries organize, pay and provide health care to their citizens.
  - a. Presentations on systems from across the globe
  - b. Group discussions on pros and cons of each system
4. Understanding the National Health Service (NHS) and the Republic of Ireland health care system, and its differences to the USA health system.
  - a. Discussion in the classroom, readings and video presentations
  - b. Lectures from experts in both England and Ireland on their respective health care systems
  - c. Discussions with students, faculty and citizens about their health care systems in each country
  - d. Clinical experience in the hospitals and with sports teams in England
    - i. Nursing students will spend two full days in a NHS hospital
    - ii. Sport group will visit various professional teams to learn about their health care and conditioning programs (rugby, football, cricket)
5. Understanding the United Kingdom’s education system
  - a. Primary School
  - b. Secondary School
  - c. Post-Compulsory Study
  - d. Examinations
  - e. Vocational Qualifications
  - f. University Academic Degrees
6. The academic preparation of individuals in the area of health, exercise and medicine through interactions with professors and students in England

- a. Sport Rehabilitators
  - b. Physiotherapists
  - c. Sport Science Specialists
  - d. Nurses
  - e. Physicians
  - f. How do these relate and differ to the USA?
- 7. A history of health, exercise & medicine in the UK
  - a. Presentations, discussions with faculty and citizens within England and Ireland
  - b. Visit health care museums
    - i. Huntarian Museum – London
    - ii. Florence Nightingale Museum – London
    - iii. Old Operating Theatre – London
  - c. Learn the history of medicine in London via an expert in medicine (and a former nurse in England)
- 8. Development of groups for peer presentations on the USA Health Care System
  - a. Topics
  - b. Research relevant information pertaining to the topic
  - c. Develop presentation (technology, group interaction, etc.)
- 9. Orientation and immersion into the culture and social similarities and differences in England and Ireland
  - a. The people...
  - b. The culture...
  - c. The history...
- 10. Administrative duties:
  - a. Completion of all pre-trip paperwork
  - b. Passports
  - c. Medical Insurance
  - d. Emergency Information
  - e. Other

## GOAL 8: Global Perspective

Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

<b>GOAL</b>	<b>Learning Activities</b>	<b>Assessment</b>
Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.	<ul style="list-style-type: none"> <li>In-depth study of health care systems around the world (past, present and future), specifically: <ul style="list-style-type: none"> <li>USA</li> <li>United Kingdom</li> <li>Ireland</li> </ul> </li> <li>How could changes in the USA health care system affect us financially? Socially?</li> <li>Presentations and discussions with faculty, health-care providers, students and citizens in England and Ireland will accentuate classroom learning exponentially.</li> </ul>	<ul style="list-style-type: none"> <li>Group presentation on aspect of USA health care system</li> <li>Pre-trip assignments relating to the health care systems</li> <li>Post-trip summary paper on the experiences differences</li> </ul>
Demonstrate knowledge of cultural, social, religious and linguistic differences.	<ul style="list-style-type: none"> <li>Presentations prior to trip on academic, social and cultural differences</li> <li>Face to face interactions throughout the experience in country – both academic in nature and socially</li> </ul>	<ul style="list-style-type: none"> <li>Journal/Reflective Writing</li> </ul>
Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.	<ul style="list-style-type: none"> <li>In-depth study of health care systems around the world (past, present and future), specifically: <ul style="list-style-type: none"> <li>USA</li> <li>United Kingdom</li> <li>Ireland</li> </ul> </li> <li>How could changes in the USA health care system affect us financially? Socially?</li> <li>Presentations and discussions with faculty, health-care providers, students and citizens in England and Ireland will accentuate classroom learning exponentially.</li> </ul>	<ul style="list-style-type: none"> <li>Group presentation on aspect of USA health care system</li> <li>Pre-trip assignments relating to the health care systems</li> <li>Post-trip summary paper on the experiences differences</li> </ul>
Understand the role of a world citizen and the responsibility world citizens share for their common global future.	<ul style="list-style-type: none"> <li>In-depth study of health care systems around the world (past, present and future), specifically: <ul style="list-style-type: none"> <li>USA</li> <li>United Kingdom</li> <li>Ireland</li> </ul> </li> <li>How could changes in the USA health care system affect us financially? Socially?</li> <li>Presentations and discussions with faculty, health-care providers, students and citizens in England and Ireland will accentuate classroom learning exponentially.</li> </ul>	<ul style="list-style-type: none"> <li>Group presentation on aspect of USA health care system</li> <li>Pre-trip assignments relating to the health care systems</li> <li>Post-trip summary paper on the experiences differences</li> </ul>