

**STATE OF INDIANA  
COMMISSION FOR HIGHER EDUCATION**

**INSTITUTION:** Indiana University on the IUPUI campus

**COLLEGE:** School of Liberal Arts

**DEPARTMENT:** Interdisciplinary and Medical Humanities Program

**DEGREE PROGRAM TITLE:** Bachelor of Arts in Health Studies and Medical Humanities

**FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE:** Bachelor of Arts in Liberal Arts

**SUGGESTED CIP CODE:**

**LOCATION OF PROGRAM/CAMPUS CODE:** Indianapolis

**PROJECTED DATE OF IMPLEMENTATION:** Fall 2012

**DATE PROPOSAL WAS APPROVED BY  
INSTITUTIONAL BOARD OF TRUSTEES:** \_\_\_\_\_

\_\_\_\_\_  
**SIGNATURE OF AUTHORIZING  
INSTITUTIONAL OFFICER**

**DATE** \_\_\_\_\_  
**DATE RECEIVED BY COMMISSION**

**FOR HIGHER EDUCATION** \_\_\_\_\_

**COMMISSION ACTION (DATE)** \_\_\_\_\_

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## **A. ABSTRACT**

### **Bachelor of Arts in Health Studies and Medical Humanities Indiana University on the IUPUI Campus**

#### **Objectives:**

The B.A. in Health Studies and Medical Humanities (HSMH) offers an interdisciplinary curriculum drawn from the social science and humanities departments within the School of Liberal Arts, as well as courses and participation of faculty from other schools.

The science, study, and practice of medicine and health are interdisciplinary in scope and impact. Many factors affect the outcome of health practice, which, in turn, affect patients, families and the greater public. This new degree is interdisciplinary in nature and health-related in focus. It permits undergraduate students to study more comprehensively the social, cultural, and humanistic determinants and consequences of human health, illness and care. It takes advantage of the unique wealth of health-related courses in the liberal arts that will complement and enrich a student's study of the natural sciences. The overall goal is to develop informed graduates with analytical skills as well as cultural and ethical sensitivity. Comprehensive degree programs in medical humanities and health social science are typically found at the graduate level in schools offering professional degrees. This proposed undergraduate degree will fill a much needed demand for interdisciplinary preparation of undergraduates to understand the broader role and determinants of health in today's world. It will be of great interest to students whether they go on to specialized training for the health workforce or become better informed health consumers and patients.

The B.A. in HSMH has a unique and natural home on the IUPUI campus. IUPUI is Indiana's urban research and academic health sciences campus. Its mission embraces interdisciplinary collaboration, diverse perspectives, and the pursuit of best practices. The interdisciplinary design of this degree enhances undergraduate education in health and life sciences, building upon already established collaborations across the campus, and attracting a broad spectrum of new students to the campus.

#### **Clientele to be served:**

As the Health Sciences campus in Indiana, IUPUI attracts a large number of students who are interested in both the career and educational opportunities associated with health and the other life sciences. Given the social, political, philosophical, economic, cross-cultural, and geographical dimensions of health, wellness, treatment, and practice, there has been a growing trend nationally in the number of minors, concentrations and certificate programs which address these important human areas from the perspectives of social sciences and humanities. This indicates that there is a large, potential clientele that can take advantage of the broader interdisciplinary perspective this degree will provide for understanding the complexities and changing nature of healthcare and its professions.

This new degree will also attract students at IUPUI who want to major in a healthcare field but who face enrollment caps in such healthcare majors as nursing and radiology. These students could be retained at IUPUI for degree completion and exploration of alternative health-related career prospects.

An HSMH B.A. degree, with a concentration in health-related social science and humanities courses, coupled with appropriate course work in the natural sciences, will provide a unique and thorough foundation for students pursuing graduate education in medicine, dentistry, physician assistant programs, occupational and physical therapy, and nursing. In addition, we anticipate that many of the students attracted to this major can pursue additional graduate or professional training in other health science-related programs such as bioethics, health communication, geographic information science, medical sociology, public health or health economics.

This degree will also permit those working in healthcare fields with associate degrees to upgrade their professional credentials by obtaining a bachelors degree that offers a higher level of multidisciplinary, integrated education. An unsolicited letter received recently from a former student (see Rieger letter in Appendix A) illustrates an example of just this type of student. The student is an employed surgical technician who desires to complete a bachelor's degree. She had found the interdisciplinary Medical Humanities-Health Studies course MHHS M301 to be the unique educational experience for which she was looking. Had the degree been already available, she might be completing her studies at IUPUI rather than through the online degree program in which she is currently enrolled. The flexibility of the Liberal Arts curriculum and its generous approach to transfer credit will permit most associate degree students to enter the school with a clear path toward a professionally-related bachelor's degree .

Graduates with this degree will have the opportunity for entry positions in for-profit and not-for-profit healthcare organizations, government and non-governmental organizations, while those already employed but without a bachelor's degree will significantly advance their career prospects as well as upward mobility after completing the degree. All graduates of the degree program will have a greater potential to contribute to the workforce in Indiana. The demand for this training is evident in the consistently strong enrollments in health-related courses offered in our school over the last two decades. (See enrollment information below in section E)

**Curriculum:**

Total credit hours: 122 (core courses + track courses + electives)

Credit hours for required courses: 30 credit hours in the major; 92 credits of distributional electives built around generating competency in the IUPUI Principles of Undergraduate Learning[<http://uc.iupui.edu/uploadedFiles/Deans/IUPUI-PUL.pdf>].

Subject areas of required courses: Health Studies and Medical Humanities Core courses; Social Sciences and Humanities courses within the School of Liberal Arts, and distribution courses from other schools, such as the School of Science, Nursing, Law and Public Health.

Internships or practica: None required

Unique and innovative features:

The curriculum is interdisciplinary in nature and health-related in focus. With few exceptions, the only comprehensive degrees in the humanities and social science study of health in the country are found at the graduate level, and primarily in schools of medicine, public health, or those offering

other graduate professional degrees. This proposed undergraduate degree will fill a much needed demand for interdisciplinary preparation of undergraduates to understand the broader role and determinants of health in today's world. It will be of great interest to students whether they go on to specialized training for the health workforce or become better informed health consumers and patients.

An example of the interdisciplinary nature of the program can be seen in the capstone projects which have been required of the Medical Humanities minor and students in the Individual Major Program, and would also be part of the new major we are proposing. One student's project, titled "Women Who Have Had Breast Cancers: Illness Narratives," studied the way cancer patients describe and understand their illness using visual prompts (photographs). Another examined the ethics of the use of pre-implantation genetic diagnosis versus traditional prenatal diagnosis. As part of an individualized major, a student studied AIDS orphans and care giving systems in Kenya. And another student, tying in an internship she obtained at Wishard Hospital, worked with a researcher to evaluate Wishard Health Service's pilot program in medication assistance.

#### Employment Possibilities and Graduate/Professional Study Preparation:

Students will have the opportunity to prepare for entry positions (or advancement for those already employed but without a bachelors degree) in the healthcare industry, as well as government and non-governmental organizations. For example, training in the social science track with emphasis on Geographic Information Science courses would open opportunities in public planning, community health research and hospital administration. Additionally, graduates of this B.A. program can contribute to health organizations focused on cross-cultural awareness, immigrant health, or issues related to accessibility to under-represented minorities. Supplemental preparation in advanced language programs will prepare students for specific careers in medical interpretation and translation, refugee health care, and global health.

## **B. Program Description**

### **1. Proposed Program and Stated Learning Objectives**

The degree program consists of a core set of courses and a choice of three (3) tracks.

The core courses (18 hrs.) will provide a common interdisciplinary base for all students. This includes 2 courses from each of the core humanities (6 cr. hrs.) and social science (6 cr. hrs.) sub-fields such as bioethics, medical sociology, history of medicine and medical anthropology. In addition, two courses (6 hrs.) will integrate these perspectives at the beginning (M301) and capstone (M495) level.

Students will also have the following three options for tracks of 4 courses (12 hrs.) to provide more depth to their training:

- **Medical Humanities:** The Medical Humanities track provides students with the opportunity to explore in more depth the experience of human health and illness through the varied perspectives of the humanities. Students will study life experiences in health and illness through literature and film, critical analysis of bioethical issues, understanding the role of faith and religious belief, and developing a long-range perspective on humans and disease through a foundation in the history of medicine.

- **Health Social Science:** The Health Social Science track focuses on the investigation of the social and cultural constructions and context of health and illness, and healthcare provision using the tools of social science research. This includes understanding the cultural definitions of life/death and health/illness, the geographic and economic provision and constraints to medical and healthcare, the social and power structures that impact access to healthcare, and a familiarity with the analysis, application and limitations of social science research methods.
- **Health Topics [e.g., applied focus using both humanities and social science perspectives]:** In certain cases students will have an interest in a topic of health with sufficient depth of coursework available to provide a focus for other concentrated study. These could use both humanities and social science approaches. Two examples of such topics are global health and women's health. The topic of global health and illness could investigate regions with limited health resources, including non-Western societies and cultures. This track could focus on medical interventions and philanthropy in less developed parts of the world, or disaster relief and mitigation. A student selecting this topic would be expected to study history, cultural, and health-related issues of at least one defined geographical area (Africa, Asia, Latin America). There are a growing number of undergraduate students at IUPUI who are interested in discovering how they might individually contribute to the betterment of global health. A focus on women's health could examine the ethical and social milieu, which impact women's health. Courses in feminist bioethics and philosophy, women and health, and the biology of women would allow interested students to pursue focused study on women's health issues.

The student's selection of track will appear on his or her academic transcript. In addition to the new B.A. degree, the successful minor in Medical Humanities and Health Studies will continue, allowing students pursuing other degrees in Liberal Arts or other schools to take advantage of the interdisciplinary opportunities offered in this program. Students may take the courses required for the certificate without enrolling in the degree program, and it is expected that some of those working on minors will decide to become majors.

Students graduating from the program will have the knowledge and skills in the health sciences to prepare for entry and (for those with experience in the health field) mid-level positions in for-profit and nonprofit healthcare organizations. If desired, the degree will also be excellent preparation for post-baccalaureate health professional program.

All students completing the program will be expected to have gained the following skills or knowledge, as described in the Principles of Undergraduate Learning:

PUL 1: Core communication and quantitative skills

- Communicate effectively through written and oral work.
- Understand the importance of effective health communication.

PUL 2: Critical thinking

- Think critically through examining concepts from multiple perspectives
- Know and understand the humanistic, social, and cultural dimensions of healthcare and healthcare systems.

PUL 3: Integration and application of knowledge

- Assess and utilize a variety of source material to pursue research questions.
- Integrate and apply knowledge from natural sciences, humanities, social sciences and expressive arts
- Critically analyze health information in relationship to social, cultural, economic and political factors.
- Comprehend relationships between human ecology and human health

PUL 4: Intellectual depth, breadth and adaptiveness

- Know and understand the depth and breadth of issues related to human health and healthcare systems.
- Understand the interplay between human biology and human culture in human development.
- Describe different social roles that are important in understanding our healthcare system.
- Comprehend the historical antecedents and role of historical interpretation in the emergence of western medicine.

PUL 5: Understanding society and culture

- Understand the wide variety of ways in which humans define normality, health and disease.
- Identify ways in which social class, gender, ethnicity, sexual identity, age, national status and class inter-relate with health outcomes, access and attitudes.
- Understand the importance of social support systems in maintaining health and overcoming illness.
- Understand the impact of racism, gender bias, and other forms of social oppression on health and illness.
- Demonstrate an understanding of how perceptions of health, suffering, well-being and attitudes about life events from birth to death are culturally constructed.

PUL 6: Values and ethics

- Understand how human values and ethics influence healthcare decisions
- Understand the humanistic dimensions of patient care.
- Recognize complexity of ethical issues associated with human healthcare.

Students who complete the **Medical Humanities** track will be able to:

- Critically evaluate and understand written communication and expression in health care contexts [PUL 2]
- Communicate skillfully with an understanding of the value and functions of different forms of communication. [PUL 1]
- Understand the individual context of human experiences with regard to sickness and health [PUL 6].
- Appreciate the difference between medicine as a science and the humanistic approach to care-giving as an art [PUL 2].
- Understand the complexities of difficult decision-making in healthcare, often occurring at the beginning and end of life, or in the allocation of limited resources. [PULs 3 & 6]
- Appreciate the importance of history, ethics, literature and an interdisciplinary approach to the study of medicine and healthcare [PUL 3].

- Pursue advanced degrees in many health fields [PULs 2 & 4].

Students who complete the **Health and Social Science Research Track** will be able to:

1. Understand how social, historical, geographical and cultural factors define and shape health, illness, and access to U.S. medical services [PUL 5].
2. Utilize social science research methods effectively [PUL 1].
3. Interpret social science research findings and understand basic methodological limitations [PUL 2].
4. Pursue advanced degrees in many health fields [PULs 2 & 4].

Students who are in the **Health Topics Track** (with focus on global health, women's health, or similar topics) will be able to:

1. Understand the humanistic and social science concepts and contexts of health and medicine in the focused topic selected [PUL 4].
2. Appreciate the utility of both the humanistic assessment and the social science methods involved interdisciplinary study the topic selected [PUL 3].
3. Pursue advanced degrees in fields related to the health topic selected [PULs 2 & 4]

## 2. Admission Requirements, Anticipated Student Clientele, and Student Financial Support

a. Admission requirements: Admission requirements will be consistent with IUPUI admissions requirements.

b. Prerequisite coursework and/or degrees: None.

c. Anticipated clientele

This degree will offer an alternative major for those students planning to go on to graduate work in the health professions. Because IUPUI has so many health profession schools and research labs, it is attracting increasing numbers of students preparing for careers in such fields as medicine, dentistry, public health and nursing. Although many are interested in choosing to be science majors, there is a potentially significant clientele who would take advantage of a major in humanities and the social sciences, especially as they have coursework applied to health fields.

A second group involves those already employed in health professions who do not have bachelor's degrees. The medical center alone, not to mention the many other hospitals and health related employers in central Indiana, employs thousands of people, many of whom are entry level employees and/or have not yet completed college degrees. For some, a more specialized or technical bachelor's degree may be appropriate. For many, however, a B.A. in Health Studies and Medical Humanities will provide the broad interdisciplinary approach to the study of health that is often lacking in B.S. degrees. This course of study will encourage students to develop their critical thinking skills as they explore in more depth and breadth the implications of health and disease as well as the system of healthcare. This type of exploration, contemplation and discovery is, of course, the hallmark of a liberal arts education.

Finally, another, larger anticipated clientele are students with a general interest in health but who have not yet decided on a specialty or particular focus. This degree offers a chance to study and assess numerous health-related options across professions, and in different cultural and social

settings. Our experience with minors and individualized majors has shown the value of this course of study both to those still deciding, and also for those who may have begun their college education in a particular pre-professional program, but who change their mind. This degree will provide an excellent way to reassess career decisions in the health field.

The following chart shows the source of our past and current students.

	Current MHHS Minors:	Completed MHHS Minors:
Pre-medicine and Pre-dental (Science majors)	7	9
Pre-medicine (Lib Arts majors)	4	2
Other Pre-Health Professions	5	3
Other Liberal Arts majors	3	4
<u>Returning Students (Gen Studies deg)</u>	2	4
<b>Total # of current and completed minors:</b>	<b>21</b>	<b>22</b>

Current MHHS Individualized Majors:

Pre-medicine	2
Pre-pharmacy	1
Pre-physical therapy	1
<u>Pre-occupational therapy</u>	<u>1</u>
<b>Total # of current MHHS majors:</b>	<b>5</b>

There are currently two Bepko Scholars enrolled as MHHS individualized majors, and another Bepko and a Plater International Scholars enrolled as minors. Bepko Scholars are students in a highly selective scholarship program on the basis of their demonstrated integrity, dedication, leadership, and a commitment to service. Plater International Scholars have also been selected through a highly competitive process and who are committed to combining academic excellence with global citizenship.

d. Enrollment limitations: None anticipated.

### 3. Proposed Curriculum

a. Curriculum requirements:

1) All majors will be required to take 18 credit hours of common coursework as follows.

All majors will take the following two courses:

MHHS M301 Perspectives on Health, Disease & Healing (3 crs.)

MHHS M495 Independent Project Seminar in the Medical Humanities and Health Studies (Major capstone) (3 crs.)

All majors will be required to take two (2) of the core courses in humanities from the following list:

COMM C392 Health Communication

ENG L431 Literature and Medicine

HIST H364 History of Medicine and Public Health  
PHIL P393 Biomedical Ethics

All majors will be required to take two (2) of the core courses in social sciences from the following list:

ANTH E 445 Medical Anthropology  
ECON E307 Current Economic Issues: Health Economic Issues  
GEOG G 410 Medical Geography  
SOC R381 Social Factors in Health and Illness

2) Tracks: The remaining 12 credit hours will satisfy requirements for one of three tracks.  
[Note: As this is an interdisciplinary degree, no more than 9 credit hours may be counted from any one department (besides MHHS) to satisfy the 30 credit hours for the major.]

**a) Medical Humanities track**

12 credit hours selected from the following list of electives:

**HUMANITIES ELECTIVES:**

[\* A Core Humanities course will count only once, as either a core or an elective course]

COMM C392 Health Communication\*  
COMM C410 Health Provider-Consumer Communication  
ENG L431 Literature and Medicine\*  
HIST H364 History of Medicine and Public Health\*  
HIST H425 Topics in Hist: History of Int'l Humanitarian Assistance  
MHHS M492 TPCS: Culture of Mental Illness - Literary Representations  
MHHS M492 TPCS: Perspectives on Medicine in Film  
PHIL P322 Philosophy of Human Nature  
PHIL P331 Philosophy of Science  
PHIL P383 Tpcs: Biology, Philosophy & Meaning  
PHIL P393 Biomedical Ethics\*  
PHIL P414 Philosophy of Culture: Death, Value Judgments & Bioethics  
REL R300 Religion and Healing  
REL R379 Religion and Philanthropy  
REL R384 Religion, Ethics and Health\*  
REL R393 Comparative Religious Ethics

**b) Health Social Science track**

One (1) course (3 cr. hrs.) from the following methods courses:  
ANTH E 404 Field Methods in Ethnography  
ANTH A 460 Topics: Anthropological Statistics  
COMM G310 Communication Research Methods  
ECON E270 Introduction to Statistical Theory in Economics  
GEOG G311 Intro to Research Methods in Geography

GEOG G338 Intro to Geographic Information Systems  
HIST H217 The Nature of History  
HIST H425 TPCS in History: Intro to Historical Methods  
SOC R351 Social Science Research Methods  
SOC R359 Introduction to Sociological Statistics

9 credit hours selected from the following list of electives:

**SOCIAL SCIENCE ELECTIVES:**

[\* A Core Social Science course will count only once, as either a core or an elective course]

ANTH A460 TPCS: Bioarchaeology  
ANTH A460 TPCS: Forensic Anthropology  
ANTH B370 Human Variation  
ANTH B371 The Anthropology of Human Nature  
ANTH B426 Human Osteology  
ANTH B480 Human Growth & Development  
ANTH E411 Wealth, Exchange, Power: Anthropology of Devlpmnt & Globalization  
ANTH E421 The Anthropology of Aging  
ANTH E445 Medical Anthropology\*  
ECON E307 Current Economic Issues: Health Econ Issues\*  
ECON E387 Health Economics  
GEOG G410 Medical Geography\*  
MHHS M492 TPCS: African Health-History & Cultural Contexts  
MHHS M492 TPCS: China US Healthcare: Cross-cultural Comparisons  
SOC R321 Women and Health  
SOC R327 Sociology of Death and Dying  
SOC R381 Social Factors in Health and Illness\*  
SOC R382 Social Organization of Healthcare  
SOC R385 AIDS in Society  
SOC R410 Alcohol, Drugs and Society  
SOC R415 Sociology of Disability  
SOC R485 Sociology of Mental Illness

**c) Health Topics track**

The Health Topics track will allow students to tailor their curriculum to accommodate and focus upon health topics of interest for which there are sufficient courses of study. Two examples are global health and women's health. Additional requirements and electives will reflect specialized needs for these majors. Any student choosing the Health Topics track must work with an adviser and receive approval of the plan for the track.

Example of Global Health Topics track:

Two courses (6 credits) of second-year competency in a relevant foreign language  
– OR –

Two courses (6 credits) in appropriate geographic area studies in history, political science, philosophy, religion, or economics

Six (6) credit hours of electives such as the following. Students may propose others that are relevant to their topic.

**GLOBAL HEALTH TOPIC ELECTIVES:**

[\* A Core Humanities or Social Science course will count only once, as either a core or an elective course]

MHHS M492 TPCS: China US Healthcare: Cross-cultural Comparisons

MHHS M492 TPCS: African Health-History & Cultural Contexts

REL R300 Religion and Healing

ANTH A460 TPCS: Bioarchaeology

ANTH E411 Wealth, Exchange, Power: Anth of Development & Globalization

ANTH E445 Medical Anthropology\*

GEOG G410 Medical Geography\*

HIST H425 TPCS: History Int'l Humanitarian Assistance

In addition, it is expected that the subject of the capstone, MHHS M495, will be on a global health topic.

Example of Women's Health Topics track:

Two (2) from the following or similar courses:

BIOL N200 The Biology of Women (3 cr hrs)

SOC R321 Women and Health

PHIL P383 Tpcs: Feminist Bioethics

Six (6) credit hours such as the following. Students may propose others that are relevant to their topic.

**WOMEN'S HEALTH TOPIC ELECTIVES:**

[\* A Core Humanities or Social Science course will count only once, as either a core or an elective course]

ANTH B480 Human Growth & Development

ANTH E411 Wealth, Exchange, Power: Anth of Development & Globalization

ANTH E421 The Anthropology of Aging

ANTH E445 Medical Anthropology\*

BIOL N200 Biology of Women

COMM C395 Gender and Communication

ECON E307 Curr Econ Iss: Health Econ Issues\*

PHIL P394 Feminist Philosophy

In addition, it is expected that the subject of the capstone, MHHS M495, will be on a women's health topic.

b. Principles of Undergraduate Learning and RISE

Careful consideration has been given to two major components of any undergraduate degree program being offered on the Indianapolis campus: the Principles of Undergraduate Learning (PULs) [<http://uc.iupui.edu/uploadedFiles/Deans/IUPUI-PUL.pdf>] and the RISE (Research, International experience, Service learning, and Experiential learning) initiative [<http://academicaffairs.iupui.edu/plans/rise.cfm>]. All courses in the proposed HSMH degree are designed to meet one or more of the Principles of Undergraduate Learning (identified by the designation PUL):

- PUL 1: Core communication and quantitative skills
- PUL 2: Critical thinking
- PUL 3: Integration and application of knowledge
- PUL 4: Intellectual depth, breadth and adaptiveness
- PUL 5: Understanding society and culture
- PUL 6: Values and ethics

As such, HSMH graduates should have the knowledge, understanding and developed skills described in Section B.1. above.

A number of the HSMH courses also meet one of the RISE initiatives:

- R: research
- I: international experience
- S: service learning
- E: experiential learning

A list of these courses can be found in Appendix B.

**Sample Curriculum I:  
MEDICAL HUMANITIES TRACK**

Fall Semester 2012

ENG W131 Elementary Composition I	3
MATH 153 Algebra & Trigonometry I	3
SLA S100 First Year Success Seminar	2
SPAN S117 Beginning Spanish I	3
SOC R121 Social Problems	3

Spring Semester 2013

ENG W132 Elementary Composition II	3
PHIL P162 Logic	3
COMM R110 Fundamentals of Speech Communication	3
SPAN S118 Beginning Spanish II	3
ANTH A103 Human Origins & Prehistory	3

Summer 2013

SPAN 119 Beginning Spanish III 3

Fall Semester 2013

ENG L105 Appreciation of Literature 3

GEOG G110 Introduction to Human Geography 3

PHIL P110 Introduction to Philosophy 3

HIST H113 History of Western Civilization I 3

BIOL N200 Biology of Women 3

Spring Semester 2014

CLAS C205 Classical Mythology 3

CLAS C209 Medical Terms from Greek & Latin 2

MHHS M201 Intro to Health Studies & Med Humanities 3

HIST H114 History of Western Civilization II 3

BIOL N212/213 Human Biology 4

Fall Semester 2014

COMM C395 Gender & Communication 3

MHHS M301 Perspectives on Health, Disease & Healing 3

REL R386 Ethics of Consumption 3

ECON E307 Curr Econ Iss: Health Econ Issues 3

M492 TPCS: Persp on Medicine in Film 3

Spring Semester 2015

SOC R327 Sociology of Death & Dying 3

COMM C410 Health Provider-Consumer Comm 3

POLS Y381 Classical Political Thought 3

PHIL P393 Biomedical Ethics 3

HIST H425 TPCS: History of Humanitarian Assistance 3

Fall Semester 2015

HIST H364 History of Medicine & Public Health 3

ENG L431 TPCS: Literature & Medicine 3

REL R384 Religion, Ethics & Health 3

M492 TPCS: African Health-History & Cultural Contexts 3

GEOG G410 Medical Geography 3

Spring Semester 2016

MHHS M495 Indep Proj/Seminar in MHHS (capstone) 3

PHIL 414 Phil of Culture: Feminist Bioethics 3

REL R379 Religion & Philanthropy 3

SOC R485 Sociology of Mental Illness 3

ANTH E445 Medical Anthropology 3

**TOTAL CREDIT HOURS: 122**

**Sample Curriculum II:  
HEALTH SOCIAL SCIENCE TRACK**  
(This example includes current pre-medicine requirements for the IU School of Medicine)

Fall Semester 2012

BIOL K101 Concepts of Biology I (w/ lab)	5
MATH 153 Algebra & Trigonometry I	3
UCOL 110 First Year Seminar	1
CHEM C105/125 Principles of Chemistry I (w/ lab)	5

Spring Semester 2013

BIOL K103 Concepts of Biology II (w/ lab)	5
MATH 154 Algebra & Trigonometry II	3
COMM R110 Fundamentals of Speech Communication	3
CHEM C106/126 Principles of Chemistry II (w/ lab)	5

Summer 2013

SPAN S117 Beginning Spanish I	3
SPAN S118 Beginning Spanish II	3

Fall Semester 2013

CHEM C341 Organic Chemistry I	3
CHEM C343 Organic Chemistry Lab I	2
SPAN 119 Beginning Spanish III	4
HIST H113 History of Western Civilization I	3
ENG W131 Elementary Composition I	3

Spring Semester 2014

CHEM C342 Organic Chemistry II	3
GEOG G110 Introduction to Human Geography	3
MUS M174 Music for the Listener	3
MHHS M201 Intro to Health Studies & Med Humanities	3
HIST H114 History of Western Civilization II	3

Summer 2014

CHEM C344 Organic Chemistry Lab II	2
ENG W132 Elementary Composition II	3

Fall Semester 2014

PHYS P201 General Physics I (w/ lab)	5
MHHS M301 Perspectives on Health, Disease & Healing	3
SOC R100 Introduction to Sociology	3
M492 Film (I) TPCS: Perspectives on Medicine in Film	3

Spring Semester 2015

PHYS P202 General Physics II (w/lab)	5
BIOL N251 Introduction to Microbiology	3

ANTH E445 Medical Anthropology	3
PHIL P393 Biomedical Ethics	3

Fall Semester 2015

MHHS M495 Indep Proj/Seminar in MHHS (capstone)	3
REL R384 Religion, Ethics & Health	3
M492 TPCS: African Health-History & Cultural Contexts	3
ANTH A460 TPCS: Bioarchaeology	3
GEOG G410 Medical Geography	3

Spring Semester 2016

SOC R359 Introduction to Sociological Statistics	3
SOC R327 Sociology of Death & Dying	3
ECON E307 Current Econ Iss: Health Economic Issues	3
HIST H425 TPCS: History of Humanitarian Assistance	3
<b>TOTAL CREDIT HOURS:</b>	<b>126</b>

c. Courses at another institution

None

**4. Form of Recognition**

a. Type of degree to be awarded

B.A. in Health Studies and Medical Humanities

b. Indiana University suggested CIP Code

c. Program, organizational and site information on diploma

Bachelor of Arts, Health Studies and Medical Humanities, Indiana University School of Liberal Arts, Indiana University-Purdue University at Indianapolis, Indiana.

**5. Program Faculty and Administrators**

a. Current Administrators

William Blomquist, PhD, Professor and Dean

William H. Schneider, PhD, Program Director and Professor

Current Faculty Teaching Core and Elective Courses

**Professors:** Kimberly Quaid, *Medical Genetics*; Carol Gardner, *Sociology*; Richard Gunderman, *Philosophy and Radiology*; Eleanor Kinney, *Law*; Eric Meslin, *Philosophy and Medicine*; David Orentlicher, *Law and Medicine*; John Parrish-Sprowl, *Communication Studies*; Sandra Petronio, *Communication Studies*; Lynn Pike, *Sociology*; William Schneider, *History and Medical Genetics*; Jane Schultz, *English*; Richard Ward, *Anthropology and Dentistry*; Eric Wright, *Public Health*

**Associate Professors** Peg Zeglin Brand, *Philosophy*; Jeanette Dickerson-Putman, *Anthropology*; Jason Eberl, *Philosophy*; Carrie E. Foote, *Sociology*; Margaret Gaffney, *Medicine*; William

Gronfein, *Sociology*; Kelly Hayes, *Religious Studies*; Peter Marcus, *Ob/Gyn*; Wendy Morrison, *Economics*; Nancy Rhodes, *Communication Studies*; Rebecca Sloan, *Nursing*

**Assistant Professors** Rudy Banerjee, *Geography*; Susan Hickman, *Nursing*; Lois Lane, *Nursing and Regenstrief Institute*; Tamara G. J. Leech, *Sociology*; Peter H. Schwartz, *Philosophy and Medicine*; Jeremy J. Wilson, *Anthropology*

**Senior Lecturer** Archana Dube, *Economics and Public Health*

**Assistant Scholar** Emily S. Beckman, *Medical Humanities-Health Studies*

b. New faculty positions required: One new faculty member at the Lecturer level is anticipated, although the major will benefit from any new faculty hired in the School of Liberal Arts with health studies and/or medical humanities expertise.

## 6. Needed Learning Resources

a. Library holdings, equipment, laboratories, clinical and research facilities available

There are already extensive library holdings of relevant resources and since this is not a laboratory science program no additional “bench-science” resources will be needed.

b. Need for additional learning resources

We will use our existing Career Services office to help development internship opportunities for students and to help coordinate their placement. .

## 7. Other Program Strengths

a. Special Features

- Builds on existing strengths within the school where a Medical Humanities, Health Studies minor program has existed for more than a decade.
- Constructs a relevant and multidisciplinary curriculum from existing courses in the School of Liberal Arts.
- Creates a degree for students interested in the social and humanistic aspects of health, illness and care.
- Clearly aligns with the University’s mission and focus.

b. Anticipated Collaborative Arrangements with Other Parties

We will collaborate with other IUPUI schools preparing undergraduates for careers in the life sciences to coordinate programming and advising as well as course offerings so as to minimize duplication of effort and maximize effective student placement. We have already developed articulation agreements with Ivy Tech State College (ITSC) for most Liberal Arts degrees and will work with colleagues at ITSC to create appropriate bridges to this new BA.

## C. Program Rationale

The interdisciplinary major in Health Studies and Medical Humanities seeks to promote an increased awareness of the humanistic, social, and cultural dimensions of medicine and healthcare. It provides an exciting opportunity for students to work in close conjunction with faculty who are

passionate about the humanities and social sciences, and have strong teaching and research interests in the area of healthcare. Issues to be addressed and explored in depth include, though are not limited to, the role of human values in ethical decision making; preventive and holistic approaches to health and healthcare; medicine as both a science and art; the unique relationship among ecology, economy, and healthcare; the impact of cultural and social systems on healthcare in general; the relationship between healthcare systems and health promotion and awareness; the dynamic and importance of the doctor-patient relationship; an exploration of our understanding of human suffering as a response to illness; the role of literature and film in improving empathy in medicine; the tension between technological progress and the dehumanization that often results in enduring questions at the beginning and end of life; and the role of the patient as consumer in the growing for-profit healthcare enterprise.

## **1. Institutional Factors**

a. Compatibility with the institution's mission The mission of IUPUI is to be “Indiana’s urban research and academic health sciences campus.” Thus, this degree is in clear support of that mission. Further, it builds on existing strengths in the humanities and social sciences to enhance and reinforce the interdisciplinary approach to health and wellness that has become a hallmark of the IUPUI Life Sciences Initiative. For example, several of the faculty for this program have active ties with IU School of Medicine’s program in Eldoret, Kenya (Health Topics track – Global Health), while others have ties with graduate programs in Health Economics, Health Communication, Medical Anthropology and Medical Sociology. Course work includes options in “hands-on” research application from Geographic Information Science, to medical translation, and Paleopathology. More to the point, the program brings to bear the powerful reflective and cross-cultural perspectives of Philosophy (medical ethics), History, Religious Studies, and Literature, to questions central to our understanding of how human beings deal with health, medical intervention, morbidity and mortality.

b. Planning process resulting in this proposal

Planning for this degree has been done by the School of Liberal Arts Dean’s office and the existing Medical Humanities and Health Sciences Program where discussions have been ongoing for the last three years. The advent of new programs in Health and Rehabilitation Sciences and the incipient development of an undergraduate degree in Public Health have served to focus planning and led to creation of an effective implementation strategy.

c. Impact of the proposed program on other programs

This proposed degree has the support of all of the health deans on the IUPUI campus, as demonstrated by the attached letters of support (see Appendix A).

d. Describe how program would more fully utilize existing resources

The proposed curriculum already exists, and the school has an experienced, driven and diverse group of faculty ready to contribute to the program. The existence of a degree will allow us to coordinate the curriculum (course offerings) more effectively and make students better aware of the opportunities it offers to meet the increasing demand for health-related education. The degree will also serve as a focal point for cross-disciplinary research, which in turn will enhance opportunities for extramural funding.

## 2. Student Demand

The existing Medical Humanities-Health Studies Program has seen a recent surge in student interest in studying the social science and humanistic aspects of medicine and healthcare. There are currently five individualized majors and 21 minors in Medical Humanities and Health Studies. Nearly all of these students have signed up for the programs within the last year. Notably, the program has been attractive to highly talented and capable students, including three Bepko Scholars and a Plater Scholar. Inquiries about the program have also increased, including from younger, college-bound high school students.

Students in the courses of the current program reflect anticipated future clientele. Enrollment in the MHHS M301 core course, *Perspectives on Health, Disease and Healing* has grown to two sections (approximately 65 students) each academic year. Students attracted to the course include a large group of students with a general interest in healthcare. A substantial number of the enrolled students are pursuing careers in the health professions, including all of the Bepko and Plater scholars. However, there are increasing numbers of students who wish to pursue careers that are integral to new careers in the complex healthcare systems beyond the traditional medical or healthcare practice. These include health law, bioethics, medical translation and interpreting, global health and non-profit management, health policy, healthcare and language access.

Recent and current students pursuing the minor while working full time in healthcare, include two students in emergency care, and another two in elder care. Others have worked previously in healthcare settings and are seeking to expand both their career options and their understanding of health care generally. In addition, there are significant numbers of other students who are returning to complete their bachelor's degrees and want to focus their studies on health-related careers [Please see Rieger letter in Appendix A]. These experienced and mature students represent another promising client group for this new degree.

A new means of attracting additional students is a survey-level course, MHHS M201, *Introduction to Health Studies and Medical Humanities*, developed and established to reach students at an early stage in their undergraduate studies. This course, which will be offered for the first time in the fall semester of 2011, is multi-and inter-disciplinary in that it will introduce students to most of the liberal arts disciplinary perspectives on health and illness. It is expected to attract even more students, many of whom may not have been previously aware of the breadth, determinants or impact of healthcare practice and enterprise.

### Majors of Current and Recent Students Pursuing Minor Program in Medical Humanities and Health Studies

	Current MHHS Minors:	Completed MHHS Minors:
Pre-medicine and Pre-dental (Science majors)	7	9
Pre-medicine (Lib Arts majors)	4	2
Other Pre-Health Professions	5	3
Other Liberal Arts majors	3	4
Returning Students (Gen Studies deg)	2	4
Total # of current and completed minors:	<b>21</b>	<b>22</b>

## Future Career Plans of Current MHHS Individualized Majors

Pre-medicine	2
Pre-pharmacy	1
Pre-physical therapy	1
<u>Pre-occupational therapy</u>	<u>1</u>
Total # of Current MHHS Majors:	5

Bepko and Plater Scholars: 2 MHHS majors + 2 MHHS minors = 4

### a. Description of enrollment projections

Experience with other new interdisciplinary degree programs (International Studies, Individualized Major) indicates that we can expect ten to fifteen students the first year, with an additional ten students each succeeding year until we reach a cohort of nearly 60 majors.

As already demonstrated, more students want to major in healthcare fields than can be accommodated by existing IUPUI majors. This new degree would permit more students to major in a healthcare field than can currently be accommodated.

There is ample data nationally that demonstrates the need for training in health fields [U.S. Department of Labor Statistics, <http://www.bls.gov/oco/cg/cgs035.htm>, accessed 4/2/2011]. Most of these point to technical and specialized training, but there is also a need for training in the broader background of health. These are positions with multiple administrative and organizational responsibilities, as well as those for which special training must be provided by the employer.

The longest established undergraduate program in medical humanities in the country is at Hiram College (Ohio). In addition, universities with established doctoral programs in the history, philosophy and sociology of science are beginning to develop undergraduate majors with a breadth of interdisciplinary perspective. For example the History and Sociology of Science Department at the University of Pennsylvania offers an undergraduate degree in "Health and Societies."

An article in the New York Times (February 5, 2006) "A Hot Trend on Campus: Majoring in Healthcare", provides information on the benefits of such a degree both to the students enrolled AND to the campus. Students recognize the career possibilities that such a degree would afford them. Data from institutions who offer such a degree demonstrate the impact on enrollment with programs such as the University of Colorado:

Eighteen months after the University of Colorado created a department to prepare undergraduates for a broad range of careers in healthcare . . . that department already has 1,200 students, making it the second most popular on campus.

And at Ohio State University:

the School of Allied Medical Professions introduced a health science major four years ago. It drew 34 students the first year and now has 250.

We anticipate that roughly 75-80% of students enrolling in the degree program will be new to IUPUI, adding approximately 12 new students each year as the program matures. As a number of courses in the curriculum can also be taken as part of three undergraduate certificates offered by the school, these courses could serve as electives for students in other programs.

b. Enrollment and completion data

See Table 1.

### **3. Transferability**

We anticipate that the HSMH major will attract transfer students from other campuses and programs within this university. In fact around 60% of our existing Liberal Arts majors brought transfer credits with them when they were admitted. The School of Liberal Arts has a flexible and accommodating approach to transfer credit. Thus, we allow 15 transfer credit hours of “general electives” from any accredited program or school. In addition we have worked with “Transfer Indiana” to create equivalencies for more than 30 hours of commonly transferred general education courses and we have eight articulation agreements in place with Ivy Tech State College that allow students to transfer directly into existing majors with completed Associates degrees.

### **4. Access to graduate and professional programs**

The degree in HSMH is designed to prepare students for the continued professional growth necessary to be successful in health related fields. In particular, we believe it would provide a strong foundation for graduate education in social science and humanities fields that have health related subfields (e.g., Medical Sociology, Medical Anthropology, Health Communication, Bioethics), as well as preparation for graduate work in Medical Social Work, Occupational Therapy, Public Health and Health Policy. Students who pursue this degree can also utilize distribution requirements and electives effectively to obtain the key pre-requisites to apply for admission to health professional schools. Finally, we believe the degree would be attractive to many of the large number of Liberal Arts students interested in pursuing a law degree after graduation.

Among the recent individualized major graduates and minors of the MHHS Program, at least four have successfully gone on to medical school. Additionally, two graduates are currently pursuing law degrees. Many others who were able to take only the core MHHS M301 course have also successfully matriculated into medical school and other graduate programs.

### **5. Demand and employment factors**

One of the major benefits of the program for students is that it would provide the opportunity for them to prepare for health-related careers which are in high demand in Indiana and across the nation. Eight of the current top 50 jobs for Hoosiers are in health related fields, with physicians and surgeons at #3, and nursing rated #5 (*Hoosier Hot 50 Jobs*, <https://netsolutions.dwd.in.gov/hh50/jobList.aspx?industry=Health+Science>, accessed 3/30/2011). Other jobs include occupations in medical services management, dental hygiene, physical therapy and pharmacy. Recent MHHS program graduates have found employment in positions such as health education for a health and wellness company, pharmaceutical sales, and health policy research.

Degree recipients will be prepared to either directly enter a healthcare field or apply to a post-baccalaureate program in healthcare such as medicine, dentistry, optometry, physician assistant programs, occupational or physical therapy. Their ability to be competitive in the healthcare job market will be enhanced by the flexibility of the HSMH curriculum through the availability of three different tracks, and the special attention paid to the specific interests of the students.

HSMH graduates will also be very well-prepared for graduate work in liberal arts, public health, business, and social work disciplines, all of which have specific health-related training for employment in industry, government, and non-government/charitable organizations. Graduate programs in bioethics, medical social work and public health are well-known fields of study and research, and there are also subfields in traditional liberal arts fields such as economics, sociology, geography, history, anthropology, literature and linguistics with a focus on health care issues and the human experience with illness.

Students already employed in entry level healthcare fields would not only have the opportunity for stimulating intellectual exploration but also qualify for higher-level positions within their organizations by obtaining a Bachelor of Arts degree with this health focus. These students could tailor their course of study to fit their current career choice, and enhance the knowledge and skills already learned on the job.

Given the job market for programs in health-related fields, it is anticipated that the B.A. in Health Studies and Medical Humanities will offer students more degree options, have a positive impact on IUPUI student recruitment and retention rates, and improve the overall graduation rate at IUPUI.

## **6. Regional, state, and national factors**

### a. Comparable programs in region or state

None.

### b. External agencies

None.

## **D. Program Implementation and Evaluation**

### Program Implementation

The required courses for the degree, as well as core courses and electives are already approved and have been offered and taught in the School of Liberal Arts and other schools for at least one year. Implementation, therefore, mainly involves appropriate scheduling, providing guidance to students choosing this new major, plus the development of some additional optional courses already in the pipeline.

With respect to student support, our implementation of the program will begin by building on more than ten years' experience with our undergraduate minors and individualized majors in Medical Humanities and Health Studies. As enrollment in the program grows, it may be necessary to

allocate resources internally to additional part-time and/or full-time personnel for student services (administrative support and academic advising).

Expansion of course offerings in the form of new courses or additional sections of existing courses to meet anticipated demand will require additional part-time and/or full-time faculty resources. These courses will be taught by existing and new faculty with expertise in health studies or medical humanities. Additionally, qualified part-time instructors from the community will be hired, and teaching time of faculty in the health schools will be secured to develop new courses, until such time that credit-hour growth permits hiring of additional full-time faculty. We will continue to schedule courses so that all students can complete degree requirements in a timely manner. A full-time faculty member will serve as program director, to perform and/or oversee functions such as course scheduling, recruitment of faculty to teach in the program, student advising, and other aspects of program administration.

### Program Evaluation

Evaluation of the program will be done annually, based on enrollments and majors. After two years, there will be adequate data on attainment of student learning outcomes in particular courses to begin assessment of those courses. After four years there will be adequate data to begin assessment of student attainment of learning outcomes for the program as a whole. We will also pay particular attention to placements of graduates. A full program review will be done according to campus policy.

### **E. Tabular Information**

[Please see attached Tables]

1. Table 1: Enrollment and Completion Data
2. Tables 2A and 2B: Cost and Revenue Data
3. Table 3 New Program Proposal Summary

**TABLE 3:  
NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY  
21 March 2011**

I. Prepared by Institution

Institution/Location: Indiana University-Purdue University Indianapolis  
 Program: Bachelor of Arts in Health Studies and Medical Humanities  
 Proposed CIP Code: 512299  
 Base Budget Year: 2010-11

	<u>Year 1</u> 2011-12	<u>Year 2</u> 2012-13	<u>Year 3</u> 2013-14	<u>Year 4</u> 2014-15	<u>Year 5</u> 2018-19
Enrollment Projections (Headcount)	31	38	45	52	52
Enrollment Projections (FTE)	21	28	35	42	42
Degree Completion Projection	3	3	3	10	10
New State Funds Requested (Actual)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
New State Funds Requested (Increases)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

II. Prepared by Commission for Higher Education

New State Funds to be Considered for Recommendation (Actual)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
New State Funds to be Considered for Recommendation (Increases)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

CHE Code: \_\_\_\_\_ Comment: \_\_\_\_\_  
 Campus Code: \_\_\_\_\_  
 County Code: \_\_\_\_\_  
 Degree Level: \_\_\_\_\_  
 CIP Code: \_\_\_\_\_

Campus: Indiana University-Purdue University Indianapolis  
 Program: Bachelor of Arts in Health Studies and Medical Humanities  
 Date: 21 March 2011

**TABLE 1: PROGRAM ENROLLMENTS AND COMPLETIONS**  
**Annual Totals by Fiscal Year (Use SIS Definitions)**

	<u>Year 1</u> 2011-12	<u>Year 2</u> 2012-13	<u>Year 3</u> 2013-14	<u>Year 4</u> 2014-15	<u>Year 8</u> 2018-19
<b>A. Program Credit Hours Generated</b>					
1. Existing Courses	619	843	1046	1249	1249
2. New Courses	0	0	0	0	0
Total	619	843	1046	1249	1249
<b>B. Full-time Equivalents (FTEs)</b>					
1. Generated by Full-time Students	8	15	22	29	29
2. Generated by Part-time Students	13	13	13	13	13
Total	21	28	35	42	42
3. On-Campus Transfers	13	13	13	13	13
4. New-to-Campus	8	15	22	29	29
<b>C. Program Majors (Headcounts)</b>					
1. Full-time Students	7	14	21	28	28
2. Part-time Students	24	24	24	24	24
Total	31	38	45	52	52
3. On-Campus Transfers	24	24	24	24	24
4. New-to-Campus	7	14	21	28	28
5. In-State	30	36	42	48	48
6. Out-of-State	1	2	3	4	4
<b>D. Program Completions</b>					
	3	3	3	10	10

Campus: Indiana University-Purdue University Indianapolis  
 Program: Bachelor of Arts in Health Studies and Medical Humanities  
 Date: 21 March 2011

**TABLE 2A:  
 TOTAL DIRECT PROGRAM COSTS AND SOURCES OF PROGRAM REVENUE**

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	2011-12	FTE	2012-13	FTE	2013-14	FTE	2014-15	FTE	2018-19
<b>A. Total Direct Program Costs</b>										
1. Existing Departmental Faculty Resources	3.0	\$ 270,000	3.0	\$ 270,000	3.0	\$ 270,000	3.0	\$ 270,000	3.0	\$ 270,000
2. Other Existing Resources		54,000		54,000		54,000		54,000		54,000
3. Incremental Resources (Table 2B)		100,100		194,300		279,700		365,100		365,100
<b>TOTAL</b>		\$ 424,100		\$ 518,300		\$ 603,700		\$ 689,100		\$ 689,100
<b>B. Sources of Program Revenue</b>										
1. Reallocation		\$ 324,000		\$ 324,000		\$ 324,000		\$ 324,000		\$ 324,000
2. New-to-Campus Student Fees		76,300		148,100		213,200		278,300		278,300
3. Other (Non-State)										
4. New State Appropriations										
a. Enrollment Change Funding		23,800		46,200		66,500		86,800		86,800
b. Other State Funds		0		0		0		0		0
<b>TOTAL</b>		\$ 424,100		\$ 518,300		\$ 603,700		\$ 689,100		\$ 689,100

Campus: Indiana University-Purdue University Indianapolis  
 Program: Bachelor of Arts in Health Studies and Medical Humanities  
 Date: 21 March 2011

**TABLE 2B:  
 DETAIL ON INCREMENTAL OR  
 OUT-OF-POCKET DIRECT PROGRAM COSTS**

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	2011-12	FTE	2012-13	FTE	2013-14	FTE	2014-15	FTE	Year 8
1. Personnel Services										
a. Faculty	0.8	68,000	1.5	129,600	2.5	212,500	3.0	255,000	3.0	255,000
b. Support Staff	0.0	0	1.0	30,000	1.0	30,000	2.0	60,000	2.0	60,000
c. Graduate Teaching Assistants	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Total Personnel Services		68,000		159,600		242,500		315,000		315,000
2. Supplies and Expense										
a. General Supplies and Expense		29,800		30,900		32,400		44,800		44,800
b. Recruiting		2,300		2,300		2,300		2,300		2,300
c. Travel		0		1,500		2,500		3,000		3,000
d. Library Acquisitions		0		0		0		0		0
Total Supplies and Expense		32,100		34,700		37,200		50,100		50,100
3. Equipment										
a. New Equipment Necessary for Program										
b. Routine Replacement										
Total Equipment		0		0		0		0		0
4. Facilities		0		0		0		0		0
5. Student Assistance										
a. Graduate Fee Scholarships		0		0		0		0		0
b. Fellowships		0		0		0		0		0
Total Student Assistance		0		0		0		0		0
Total Incremental Direct Costs		\$ 100,100		\$ 194,300		\$ 279,700		\$ 365,100		\$ 365,100

## **Appendix A**

Letters of Support [Please see attached letters]

Patricia D. Bledsoe , Charles Warren Fairbanks Center for Medical Ethics, Methodist Hospital

D. Craig Brater, Dean, Indiana University School of Medicine

Byron Buhner, President and CEO, Indiana Blood Center

Matthew R. Gutwein, President and CEO, Wishard Hospital

Judith A. Halstead, Executive Associate Dean, Indiana University School of Nursing

Karen Iseminger, Director of Ethics Integration, St. Vincent Hospital

Jeanne Rieger, Program Chair, Surgical Technology Department, Ivy Tech Community College



# Indiana University Health

March 21, 2011

William Schneider, PhD  
Director, Medical Humanities – Health Studies  
Indiana University – Purdue University Indianapolis  
Cavanaugh Hall #406  
425 University Boulevard  
Indianapolis, Indiana 46202-5140

Dr. Schneider:

I strongly support your initiative to create a Bachelor of Arts degree in Health Studies and Medical Humanities at IUPUI.

The vibrant learning possibilities evident in your proposed curriculum will provide a particularly strong baccalaureate preparation for individuals whose long-range goal is a career in health care. I see special benefit for undergraduates who value the richness and diversity of a Liberal Arts foundation and plan post-graduate pursuit of a Master's Degree in Social Work with concentration in Health.

Medical social workers assist patients and families with the psycho-social dimensions of illness in many different settings: hospitals, out-patient clinics, nursing homes, rehabilitation facilities, substance abuse treatment programs, community mental health centers, disaster relief agencies. Their practice involves interdisciplinary collaboration and daily encounters with the physical, emotional, and spiritual dimensions of human pain and suffering. Social workers frequently provide care in the context of acute crisis, and help patients and families whose lives are complicated by social, cultural and economic barriers to optimum care.

Foundational coursework through the Bachelor of Arts degree in Health Studies and Medical Humanities will provide future medical social workers heightened awareness of the humanistic, social, and cultural dimensions of health care, and instill valuable insight into the patient's lived experience of illness. The curriculum will expose students to the perspectives of a wide variety of health care professions, enhance awareness of ethical issues in health care, and expand the students' sensitivity and empathy.

I applaud and enthusiastically support your innovative proposal and look forward to the possibility of collaborative work with your students in the future.

Very truly yours,

Patricia D. Bledsoe, MEd, MSW, LCSW  
Program Manager and Senior Affiliate Faculty

**Charles Warren Fairbanks Center for Medical Ethics**

1800 North Capitol Avenue  
Noyes E 130  
Indianapolis, IN 46202

T 317.962.9258

[iuhealth.org](http://iuhealth.org)



## SCHOOL OF MEDICINE

INDIANA UNIVERSITY

Office of the Dean

March 18, 2011

William Schneider, Ph.D.  
Director, Medical Humanities and Health Studies, CA 406  
IUPUI  
425 University Blvd.  
Indianapolis, IN 46202

Dear Dr. Schneider,

I am writing to express my support for a new undergraduate degree in Health Studies and Medical Humanities in the School of Liberal Arts. I agree that a major in this field would give students an important new option while giving employers a wider talent pool from which to choose, a particularly important benefit given the major changes in healthcare currently underway.

Indiana University School of Medicine supports efforts to broaden the scope of career and educational opportunities associated with health and other life sciences. An HSMH B.A. degree is also a natural way to provide a stable foundation for students who plan to pursue graduate studies in medicine, dentistry, occupational and physical therapy—not to mention health-related programs such as health economics and bioethics. Equally important is the program's humanities component that gives students a necessary grounding in humanism and altruism.

I fully support your proposal and wish you luck in moving forward with your plan.

Sincerely,

D. Craig Brater, MD  
Dean and Walter J. Daly Professor  
Indiana University School of Medicine  
Vice President for University Clinical Affairs  
Indiana University



3450 N. Meridian St. PO Box 88273  
Indianapolis, IN 46208-0206  
Ph 317-916-5265

March 14, 2011

William H. Schneider, Ph.D.  
Director, Medical Humanities and Health Studies, CA 406  
IUPUI  
425 University Blvd  
Indianapolis, IN 46202

Dear Professor Schneider,

I am writing to support the Baccalaureate Degree in Health Studies and Medical Humanities being proposed by the School of Liberal Arts. Taking advantage of the crucial and multiple disciplines of the social sciences and humanities, I believe the curriculum described is particularly timely, well thought out and provides additional opportunities for students to prepare themselves for a meaningful career in the medical arts.

Modern healthcare has become quite complex, but not just in its technical aspects. The social setting, human interaction, ethical and policy implications and changes to healthcare law have ultimately been as important as the new scientific discoveries defining the field of health, wellness and access to care. The curriculum in this new degree will give students the broader background and understanding of these complexities, which will be very valuable as they decide and prepare for rewarding careers.

I have experienced the growth and influence the liberal arts has to prepare individuals to assume leadership roles in healthcare. As a School of Liberal Arts graduate myself and as CEO of Indiana Blood Center, I am both proud and grateful to see the school developing such an opportunity for students. It will certainly be welcomed by employers in healthcare who offer tuition assistance for employees seeking to enrich their work experience through further education. The kind of education offered by the Health Studies and Medical Humanities degree would also be welcomed for many of their needs.

The Blood Center supplies blood and blood components to patients at more than 66 Indiana hospitals. With a staff of more than 420 technicians, administrators and laboratory professionals, I can certainly see the value of the proposed training for this major. The donation, collection and processing of blood is quite complex, not just in its technical aspects but also the human and social interaction involved. This program would readily be added to our list of valuable educational experiences to advance one's personal and professional development in a career with IBC.

Please let me know if I can be of any assistance, and I definitely look forward to seeing this new degree approved.

Sincerely,

Byron Buhner  
President & CEO



3838 North Rural Street  
Indianapolis, IN 46205

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[www.hhcorp.org](http://www.hhcorp.org)

March 14, 2011

Dr. William H. Schneider, Director  
Medical Humanities and Health Studies, CA 406  
IUPUI  
425 University Boulevard  
Indianapolis, IN 46202

Re: Bachelor of Arts in Health Studies and Medical Humanities

Dear Dr. Schneider:

Thank you for providing me information about the Bachelor of Arts in Health Studies and Medical Humanities degree that IUPUI is considering adding to its Medical Humanities and Health Studies program. I applaud your department for considering innovative ways to make students sharper thinkers and better equipped to handle the professional challenges they will face in the workforce.

What I find most attractive about this degree is the three tracks, Medical Humanities, Health and Social Science Research, and Health Topics. Each track focuses on a specific area of the health care environment further allowing students to develop an appropriately broad background in the humanities that will serve them well in the long term professionally. Overall, I believe these tracks, and the degree program specifically, will open the doors of opportunity for students who are interested in health care careers.

As you are aware, the health care field is ever growing and our needs change daily. Not only do we need physicians and a variety of health care professionals to provide quality care to our patients, we need quality employees who can focus on all the other areas of health care to ensure our hospitals, clinics, and health departments run smoothly. I could envision the productivity of Health and Hospital Corporation improving if we were able to hire into our workforce individuals who have the advantages of liberal arts training combined with health care expertise.



Page Two  
March 14, 2011

I look forward to hearing more about the developments around this degree program and fully support you moving forward in this endeavor.

Sincerely,

A handwritten signature in blue ink, appearing to be 'M. Gutwein', with a horizontal line extending to the right.

Matthew R. Gutwein  
President & CEO



# INDIANA UNIVERSITY

## SCHOOL OF NURSING

Office of the Executive Associate Dean  
for Academic Affairs

March 27, 2011

William Schneider, PhD  
Director, Medical Humanities and Health Studies  
IUPUI – CA 406  
425 University Blvd.  
Indianapolis, IN 46202

Dear Dr. Schneider:

On behalf of the IU School of Nursing, I am writing to express my support for the School of Liberal Arts' proposed new undergraduate degree in Health Studies and Medical Humanities. This unique major is designed to bring together students from multiple disciplines and will encourage a truly interdisciplinary model for addressing local, national and international concerns related to health, ethical, and humanitarian concerns.

In addition to providing a thorough foundation for students pursuing graduate education in medicine, dentistry, occupational and physical therapy, an HSMH B. A. degree with a concentration in health-related social science and humanities courses, coupled with appropriate course work in the natural sciences, will also prepare students to pursue a degree in nursing if desired. Graduates of the proposed HSMH program will be excellent candidates for our second-degree accelerated baccalaureate nursing degree, which will also position them to pursue a graduate degree in nursing.

I offer full support of your proposal as well as best wishes for successful implementation of your plan.

Sincerely,

Judith Halstead, PhD, RN, ANEF  
Professor and Executive Associate Dean  
for Academic Affairs

Date: March 23, 2011

8425 Harcourt Road  
Indianapolis, IN 46260

stvincent.org

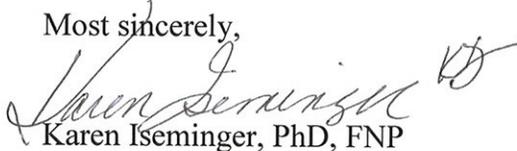
To whom it may concern,

I enthusiastically support the Bachelor of Arts degree in Health Studies and Medical Humanities as proposed by Drs. William Schneider and Emily Beckman. From my review of the curriculum and the proposal, I can see the immense value of this degree to St. Vincent Health (as a potential future employer of its graduates). St. Vincent Health is a member of Ascension Health, the nation's largest not-for-profit Catholic Health Care System. Our hospital system is the state's largest health care employer with twenty ministries serving 46 counties in Indiana. There is a strong affinity between the mission and core values of our organization and the goals and potential outcomes of this degree.

Furthermore, St. Vincent had a very positive experience with the Medical Humanities-Health Studies (MHHS) Program at IUPUI via the Literature and Medicine: Humanities at the Heart of Indiana Health Care program. This program successfully brought together St. Vincent physicians and healthcare professionals with a local humanities scholar to discuss literature and to reflect on what it can tell them about the joys and stresses of their work. It was quite evident from this experience that associates and physicians appreciated the added benefit of this humanities-based education to their personal and professional life. Specifically, participants reported an improvement in their empathetic responses to their patients after this educational endeavor.

I enthusiastically endorse this potential undergraduate degree. This will undoubtedly be an asset for my organization as well as many other organizations in the Midwest. Please do not hesitate to contact me for additional information or questions.

Most sincerely,



Karen Iseminger, PhD, FNP  
Director of Ethics Integration  
St. Vincent Health  
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(317) 503-7158

St. Vincent  
Indianapolis Hospital

St. Joseph  
Hospital

St. Vincent  
Carmel Hospital

Peyton Manning  
Children's Hospital  
At St. Vincent

St. Vincent  
Clay Hospital

St. Vincent  
Dunn Hospital

St. Vincent  
Frankfort Hospital

St. Vincent  
Jennings Hospital

St. Vincent  
Mercy Hospital

St. Vincent  
New Hope

St. Vincent  
Pediatric Rehabilitation  
Center

St. Vincent  
Randolph Hospital

St. Vincent  
Salem Hospital

St. Vincent  
Stress Center

St. Vincent  
Williamsport Hospital

St. Vincent  
Seton Specialty Hospital

Saint John's  
Health System

St. Vincent  
Women's Hospital

St. Vincent  
Physician Network

Dr. Schneider,

3-28-2011

This is a letter concerning your MHHS 301 class I attended in the fall of 2008. I wanted to let you know the impact that class had on me both as a student and as an educator. I am a Surgical Technologist, I work PRN in surgery but my full time job is the Program Chair for the Surgical Technology Program at Ivy Tech Community College. In these positions I have contact with both students and OR personnel on a regular basis.

Most of my education and experience left me with a feeling that something was missing. Not that my classes were not valuable or applicable to the field I was studying or teaching, but there always seemed like an aspect of the humanity of the patient or student had been left untapped. After taking your class I felt as if you and your professors had filled a portion of the void. Seeing others as passionate for educating health professionals to the humanity of their patients and each other, felt as if I had found an answer to a question I didn't even know I was asking.

What I have done with this class is morphed it into my own curriculum and presented it to both my students and to Certified Surgical Technologists at our National Conferences. Not a week goes by that I don't reference some book we read in your class of history, art or literature, my favorite being "The Doctor's Stories" by Selzer. I have spoken at our National Surgical Technologists Conference for the last two years on recognizing the humanity of our patients. I have quoted both your texts and your lectures. This may sound like overkill, but I really can't thank you enough for this class. I'm hoping I may be making just a small impact on my students and colleagues in my profession, in the same way your class made an impact in my life.

Thank you again,

Jeanne Rieger  
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Ivy Tech Community College  
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## **Appendix B**

### **B.A., HSMH Courses Meeting RISE Initiatives**

ANTH E 404 Field Methods in Ethnography (Service Learning)

COMM G310 Communication Research Methods (Research)

GEOG G311 Intro to Research Methods in Geography (Research)

GEOG G338 Intro to Geographic Information Systems (Experiential Learning)

HIST H217 The Nature of History (Experiential Learning)

MHHS M495 Independent Project/Seminar in the MHHS (Research)

SOC R351 Social Science Research Methods (Research)

SOC R359 Introduction to Sociological Statistics (Research)