

ANTH180: Health and Healing in Cross Cultural Perspective

Updated: 7/1/2024

Complied by: Catherine Keohane, OFE

Program

High-Impact Course Redesign (HICR) (Summer 2022), a three-semester course redesign program that included pedagogical support, data analyses of student performance, and support for creating a Canvas blueprint course that could be scaled to provide multiple sections with common course experiences.

Intervention

The faculty team created a common syllabus and course guide.

Participating faculty

Elaine Gerber and Neeraj Vedmar

Implementation

Course redesigned for F22, and most fully used by Elaine Gerber.

Course Redesign Goals and Analysis

Evaluation of the redesign was conducted through consultation with the lead faculty, review of grade data and student surveys, and enrollment evaluation, per the goals of the redesign team. Our review focuses on the two fall semesters following the redesign (FA22 & FA23).

Summary

A robust Canvas blueprint course, with assignments and instructor guidance, was completed.

Goal 1: Decolonize syllabus and pedagogy

Status: partially met

Discussion: This goal has been achieved in terms of syllabus construction. The redesigned course includes coverage of global medical traditions such as Chinese medicine, native societies' use of herbal medicines, and social justice-related health issues. The course also includes hands-on learning. The course also provides source material from experts in the different fields so that the instructor does not simply tell students about the practices.

The goal will be fully met when more instructors consistently use the shared syllabus and revised curriculum.

Goal 2: Address the content challenge of global expectations and still have time to critique biomedicine.

Status: met

Discussion: A cross-cultural perspective on health and healing gives the course a broad remit. The revised syllabus and course guide recognize the course should focus on three or four cultural traditions, and offer instructors choice.

Goal 3: Achieve balance of immediate design for “cultural competency” for nursing students

Status: on hold

Discussion: The redesign successfully created an introductory version for gen ed students. The team decided not to pursue creating a course specifically for nursing students due to time constraints.

Student Perspectives

A late-semester survey indicated that students felt that the course was coherent:

- 87.1% at least somewhat agreed that what they were supposed to learn in the course was clear;
- 90.4% at least somewhat agreed that what they were taught matched what they were supposed to learn;
- 87.1% at least somewhat agreed that the topics followed each other logically;
- 83.9 at least somewhat agreed that the materials and activities helped them learn;
- 90.3% at least somewhat agreed that they could see how the homework fit in with what they were supposed to learn.

In qualitative comments, students commented positively on the value of documentaries in helping them understand the topics of the course.

Grade Data Highlights

Because of the limited number of sections using the redesigned course, insights from grade data were limited. Standard deviation did decrease from 12.4% in the first semester of implementation to 8.8% the following fall semester.