

NEH Application Cover Sheet (AKA-265670)

Humanities Connections Planning Grants

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INSTITUTION

The University of Scranton
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APPLICATION INFORMATION

Title: *HEALTH HUMANITIES CONCENTRATION AND COMMUNITY- BASED
LEARNING AT THE UNIVERSITY OF SCRANTON*

Grant period: From 2019-05-01 to 2020-04-30

Project field(s): Interdisciplinary Studies, General

Description of project: This application proposes a Humanities Connections Planning Grant to fund the development of a new Health Humanities concentration at The University of Scranton. This concentration will emphasize the integral role of the humanities in shaping and transforming healthcare, health, and well-being. It aims not only at providing a more comprehensive education to the students enrolled in the programs for the health professions, but also seeks to develop new pedagogical practices informed by interdisciplinarity, community-based learning, and diversity and intercultural competence. These three interrelated areas of focus will guide the development of the concentration, with the support of institutional and community partners who have already expressed their interest and needs in relation to such a program, such as the Office for Community-Based Learning, the Leahy Community Health and Family Center, the Humanities Initiative, and the Pre-Medical and Pre-Health Professions Programs.

BUDGET

Outright Request	34,958.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	34,958.00
Total NEH	34,958.00		

GRANT ADMINISTRATOR

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HEALTH HUMANITIES CONCENTRATION AND COMMUNITY- BASED LEARNING AT THE UNIVERSITY OF SCRANTON

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I. SUMMARY

This application proposes a Humanities Connections Planning Grant to fund the development of a new **Health Humanities (HH) concentration at The University of Scranton**. This concentration will emphasize the integral role of the humanities in shaping and transforming healthcare, health, and well-being. It aims not only at providing a more comprehensive education to the students enrolled in the programs for the health professions at The University of Scranton, but also **seeks to develop new pedagogical practices informed by interdisciplinarity, community-based learning, and diversity and intercultural competence**.

Interdisciplinarity: Grant funding will support **an interdisciplinary team of full-time faculty who will set the coursework and requirements for the concentration, develop new courses, and revise the existing curriculum**. Departments across the university (including Theology and Religious Studies, Philosophy, Occupational Therapy, Nursing, Counseling and Human Services, World Languages and Cultures, and English and Theatre) will collaborate in the planning of team-taught courses and linked sections within courses to address issues of medical ethics; cultural, ethnic, and religious perspectives on illness, injury, and disability; diachronic views of medicine, health, and well-being; the relationship between community and health; narrative medicine; and communication, translation, and interpretation practices within healthcare settings.

Community-based learning: In line with the university's Jesuit mission and values, the Panuska College of Professional Studies (PCPS) exemplifies critical and compassionate engagement through the Leahy Community Health and Family Center. This clinic for the uninsured serves both the community within the city of Scranton and university students, providing community healthcare services, and offering volunteering and formative disciplinary opportunities for students. The HH planning committee will work closely with the Leahy Center to **incorporate experiential learning and service learning approaches to health humanities courses**.

Diversity and intercultural competence: Diversity and inclusion are core institutional strengths critical to the educational mission of The University of Scranton. Humanities disciplines have historically played a crucial role in developing intercultural sensitivity and nuanced understandings of ethnic, racial, economic, cultural, and religious diversity. The University of Scranton's HH concentration will focus on **instilling critically compassionate and empathetic approaches to healthcare, and on fostering intercultural and diversity competence as well as a culture of inclusion in the context of Scranton's growing Hispanic population and the city's history of welcoming refugees**.

These three interrelated areas of focus will guide the development of the HH concentration, with the support of institutional and community partners who have already expressed their interest and needs in relation to a potential HH program, such as the Office for Community-Based Learning at The University of Scranton, the Leahy Community Health and Family Center, The University of Scranton's Humanities Initiative, and The University of Scranton's Pre-Medical and Pre-Health Professions Programs.

I. NARRATIVE

a. Project Rationale

This planning committee at The University of Scranton seeks an NEH grant to fund an interdisciplinary team of full-time faculty to develop a **Health Humanities (HH) concentration**. Concentrations at The University of Scranton are **18-credit interdisciplinary programs and usually lead to the creation of minors and majors**. The team, composed of faculty from the College of Arts and Sciences (CAS) and the J.A. Panuska College of Professional Studies (PCPS), will work to design the new HH curriculum and revise current courses related to health, healthcare, and well-being. The HH concentration will further The University of Scranton's mission to serve the city of Scranton's diverse community and to promote justice, compassion, and integrity. Moreover, the concentration will respond to a pressing need for non-hegemonic, humanistic understandings of health, healthcare, and well-being in higher education and in medical practice. For example, just last year, in 2017, the textbook *Nursing: A Concept-Based Approach to Learning* was the object of critical scrutiny within the health professions academic community, forcing publishing company Pearson Education to formally apologize and issue a recall. Beneath the heading "Cultural Differences in Response to Pain," the text asserted a number of racial and ethnic stereotypes, effectively reproducing the stigmatization of the communities represented (e.g., "Arabs/Muslims," "Asians," and "Blacks") and validating reductive means of observing the world and deriving knowledge from those observations. The highlighted assertions included that "Hispanics may believe that pain is a form of punishment and that suffering must be endured if they are to enter heaven," that "Jews may be vocal and demanding of assistance," and that "Blacks often report higher pain intensity than other

cultures.”¹ This one textbook’s deficient approach to topics of diversity reflects a greater need for changes in curricula nationwide.

The proposed HH concentration seeks to integrate approaches informed by humanities disciplines into existing courses at The University of Scranton, as well as to incorporate other humanities courses into the HH concentration. PCPS offers programs in nursing, physical therapy, and occupational therapy, among others, most of which already incorporate classes pertinent to the health humanities, such as “Medical Ethics,” as part of their curriculum requirements. In addition, the BS degrees in Community Health Education, Counseling and Human Services, and Health Administration place an emphasis on intercultural competence, as reflected in courses such as “Multicultural Health,” “Multiculturalism in Counseling and Human Services,” and “Cultural Diversity and Health Administration.” Within CAS, the department of World Languages and Cultures offers “Medical Spanish” and service learning courses such as “Service and the Hispanic Community,” in which students have translated health-related documents and served as interpreters for the Leahy Clinic at The University of Scranton, and the English literature course “Perspectives in Literature about Illness” has positively impacted the education of numerous students enrolled in studies in the health professions. This latter course is taught by Dr. Mary F. Engel, who is also the director of the highly successful Pre-Medical and Pre-Health Professions programs at the university. In addition, recent independent studies and special topics courses like Dr. Ana Ugarte’s “Fictions of the Body in Latin/o America” have focused on the history of illness, disability studies, and literary and cultural representations of health. New courses that the HH planning committee will design and propose for inclusion in the

¹ Scott Jaschik discusses this scandal in an article in *Inside Higher Education*: www.insidehighered.com/news/2017/10/23/nursing-textbook-pulled-over-stereotypes.

HH concentration will include “History of Disease,” “Mental Illness in Literature,” “Perspectives on Disability,” and “Healthcare Across Cultures.”

Not only existing courses, but also **numerous existing initiatives and projects at The University of Scranton align with the goals of the HH team** and will therefore foster and contribute to the proposed concentration. The **Humanities Initiative**, a recent endeavor to raise the profile and advance the study of the humanities at The University of Scranton, will support the creation of this concentration by facilitating discussions between different departments and colleges as a way of fostering interdisciplinarity, and working with the group to support curriculum development. In addition, the HH concentration will closely collaborate with the **Office for Community-Based Learning** at The University of Scranton and the **Leahy Community Health and Family Center**. This clinic for the uninsured serves both the community of the city of Scranton and our university students, providing healthcare services and offering volunteering and formative disciplinary opportunities that will be integrated into the experiential learning component of the HH concentration. Lastly, The University of Scranton has solid **Pre-Medical and Pre-Health Professions programs**, already sustaining initiatives that both support the objectives of the proposed HH concentration and that fulfill the Jesuit mission, such as the “Medicine as Service” annual retreat.

After the year-long planning process, the planning committee’s short-term expected outcomes include faculty training in interdisciplinary teaching and co-teaching, as well as in issues of diversity competency within and beyond the classroom; the revision of current HH related courses; the development of a strategic enrollment plan for the program; a report on the feasibility, advantages, and disadvantages of developing the concentration into a minor and a major; and the approval of at least five new course offerings for the HH concentration on topics

such as healthcare across cultures, disability studies, mental illness in literature, and the history of healthcare. The HH expects to attract students pursuing professional health careers, allowing them to complete credits in humanities disciplines, which will also ultimately encourage more interdisciplinary double majors and minors. Between students from PCPS and CAS, including students enrolled in Pre-Medical and Pre-Health programs, the HH concentration expects to attract at least 15 students in its first year. Through the implementation stage, and with appropriate promotion and outreach, the concentration will enroll between 25 and 35 students in subsequent years. The proposed HH concentration not only seeks to increase student enrollment in the humanities, but also to promote dialogue and collaboration between students pursuing majors in PCPS and students pursuing majors in CAS, to enhance interdisciplinary inquiry and teaching methodologies across the university, and to foster civic engagement and collaboration with the larger community at the university and within the city of Scranton.

b. Intellectual Content

The increasing number of medical and health humanities degrees in higher education both nationally and internationally demonstrates global recognition of the role of empathy in more holistic understandings of health and well-being among caregivers and within healthcare institutions.² **In the context of the proposed HH concentration, humanistic approaches in the classroom across university disciplines will encourage students to do the following: interpret medical perspectives and caring practices by examining them through the lenses of specific historical, faith-related, and cultural conceptualizations of medicine and healing; recognize representations of the human experience in interpreting characters of literary and filmic texts; interrogate the dichotomous separation of the biological and cultural**

² Health humanities programs for undergraduates have quadrupled since 2000, as Beth Howard reports in *AAMCNews*: news.aamc.org/medical-education/article/more-premed-opting-health-humanities-programs/.

factors that contribute to health, illness, injury, and disability; understand the different and competing narratives that shape medical encounters; and develop critical ethical perspectives to examine the relationships between caregiver and patient, and between patient and illness, injury, or disability. The HH concentration additionally seeks to enrich and complement the education of The University of Scranton's health professions students so that they will be able to develop strong oral and written communication skills, apply problem-solving strategies informed by interdisciplinarity, and foster cultural and ethnic sensitivity in their medical practice. Unlike other health humanities and medical humanities degrees offered by comparable institutions in the region, The University of Scranton's HH concentration will place **a special emphasis on the role of intercultural and diversity competence in healthcare settings and medical encounters.** Dimensions of diversity include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, faith and non-faith perspectives, income and socioeconomic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The proposed HH concentration therefore emphasizes the extent to which healthcare practitioners and providers must value the intersection of these experiences and characteristics in the individual in order to offer the holistic care representative of The University of Scranton's commitment to *cura personalis*, one of the chief characteristics of Jesuit education, which recognizes the dignity of each individual in caring for the whole person.

Also inspired by the Jesuit values of service and the promotion of justice, the HH concentration will **incorporate experiential learning into its courses in ways that are designed to meet community-defined needs and emphasize place-based education.**

Scranton's growing Hispanic population accounts for 13% of its total population,³ a percentage that has grown by 3% since 2010.⁴ In addition, the city has historically welcomed refugees from around the world, including more than 1,200 Bhutanese, 400 Meskhetian Turks, and several Syrian families since 2009.⁵ The Leahy Community Health and Family Center at The University of Scranton provides free non-emergency healthcare to uninsured Lackawanna County residents and strives to provide high-quality compassionate care for patients who represent dimensions of diversity that include national origin, ethnicity, and primary language.

The need for bilingual healthcare providers in the United States, especially English-Spanish speakers, has dramatically increased in recent years. Among the 306 students registered in The University of Scranton Health Professions Organization in 2018, 57 are proficient or native speakers of a language other than English. Spanish accounts for 58% of these languages, followed by Hindi with 14%. While some of these students already volunteer at the Leahy Clinic as interpreters, they do not have a formal pedagogical framework to connect their experiences to other forms of knowledge informed by the humanities. The HH concentration will thus address these student interpreters' needs in its curriculum.

In addition to languages interpretation, the clinic also offers opportunities for teaching, research, and service in the areas of office work, scribal duties, and volunteer work with the food pantry, the low-vision clinic, and the physical therapy clinic; these last two options are only available for occupational therapy students and physical therapy students. The HH concentration seeks to develop the critical tools that students need to reflect and expand on the learning they

³ Current demographics information can be found here: www.city-data.com/city/Scranton-Pennsylvania.html.

⁴ The United States Census Bureau offers census data from 2010 here: factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF.

⁵ The *Scranton Journal* published additional information about this in 2016: www.scranton.edu/alumni/journal/issues/2016/fall/features/state-of-scranton.shtml.

gain through these experiences, applying methods of inquiry, tools, and concepts from various disciplines. Other experiential learning opportunities will revolve around ongoing projects linked to The University of Scranton's commitment to community-based learning, such as the program ¡Sí, Yo Puedo Controlar Mi Diabetes! ("Yes, I Can Control My Diabetes!"), as well as new projects and initiatives such as the creation of health education programs specifically geared toward at-risk communities in Scranton—for example, the free six-week Peacemakers After-School Program for elementary school students.

c. Planning Committee

Project Director, Dr. Ana Ugarte, Assistant Professor, Department of World Languages and Cultures is a scholar of the health humanities, indigenous cultures and languages of Mexico, and twentieth- and twenty-first century Latin American and US Latinx literature. With research interests in disability studies, biopolitical theory, and postcolonial studies, she focuses on how contemporary fiction intervenes in discourses on illness and medicine in Latin America, including indigenous (Yucatec Maya) conceptualizations of the body and healing practices.

Co-director, Dr. Billie R. Tadros, Assistant Professor, Department of English and Theatre is a poet-scholar whose research and writing are engaged in the medical humanities, specifically as they pertain to discourse on mental illness, and injury and disability studies. Her research interests include injury and illness narratives, disability studies, and embodiment and feminist and queer phenomenology.

Assistant Director, Dr. Yamile Silva, Associate Professor and Chair, Department of World Languages and Cultures has been the Director of the Latin American Studies Program since 2013 and has taught as a member of the associated faculty of the university's Women's Studies program since 2010. She is also a member of the Executive Committee of the Humanities

Initiative at The University of Scranton. Dr. Silva's publications focus on colonial and contemporary Spanish-American literature, women's studies, and transatlantic studies.

Dr. Julia M. Guzman, O.T.D, OTR/L, Faculty Specialist, Department of Occupational Therapy teaches courses in occupational therapy practice in pediatrics and faculty led research in the Master of Occupational Therapy program at The University of Scranton in Pennsylvania. Dr. Guzman currently serves on the National Roster of Accreditation Evaluators of the Accreditation Council for Occupational Therapy Education (ACOTE) and the Roster of Fellowship Reviewers (RFR) of the American Occupational Therapy Association.

Dr. Cyrus P. Olsen III, Associate Professor, Department of Theology and Religious Studies is a graduate of the Comparative History of Ideas Program at the University of Washington, and Systematic Theology from the University of Oxford. His research and teaching address religion, culture, medicine, and health. Former Director of GE Assessment for the Office of Educational Assessment, he is now completing research in Uganda (East Africa) in medical anthropology, social epidemiology, and sociology of religion.

Dr. Chandra Ann Dombroski, Faculty Specialist, Department of Occupational Therapy, teaches courses in human anatomy, kinesiology, evidence-based practice, healthcare management and international fieldwork experiences. Her courses include the threads of interdisciplinary practice, ethics and social injustice. She is active in the International Service Program and provides local community service through healthcare fitness and educational programs to older active adults and those diagnosed with Parkinson's disease. As a licensed Physical Therapist, she is also active in the community providing healthcare to the geriatric population as well as consulting for healthcare management issues.

d. Planning Process

The planning committee will convene bi-weekly meetings beginning in May to pursue four goals: 1. to research similar health humanities and medical humanities degrees in higher

education, 2. to design and plan courses informed by readings within the health humanities field as well as by experiential and community-based approaches to teaching, 3. to design two workshops on interdisciplinary teaching methodologies and teaching topics of diversity that will be held during the 2019-2020 academic year (one in the fall 2019 semester and one in the spring 2020 semester), and 4. to partner with the Jesuit Center at The University of Scranton to offer a retreat for students enrolled in programs for the health professions at the University's Retreat Center at Chapman Lake with the theme of "*Cura Personalis* and Holistic Healthcare." The committee will submit proposals for new courses designed for eventual inclusion in the HH concentration to the Faculty Senate in September 2019. These courses may be offered as experimental pilot courses during the spring 2020 semester prior to the proposal of the concentration in February 2020 so that students may begin pursuing the concentration in the fall of 2020. The concentration directors and faculty will also attend the 2020 International Health Humanities Consortium Conference. Additionally, the committee will contract the Educational Advisory Board (EAB) to complete a market study for a potential Health Humanities major, while collecting institutional data of past successful interdisciplinary programs at The University of Scranton, which will contribute to the creation of an enrollment plan for the concentration, including outreach and marketing strategies.

e. Summary Assessment

The planning committee will seek the assistance of both The University of Scranton's Center for Teaching and Learning Excellence (CTLE) and Office of Educational Assessment (OEA) in assessing the first pilot HH courses prior to submitting its proposal for the HH concentration to the Faculty Senate for approval. The committee will consider the insights from both the CTLE and the OEA in developing the concentration proposal for submission to the Faculty Senate. The

NEH grant will fund a report by an external consultant, such as Dr. Peter A. Clark, S.J. Dr. Clark is the director of the Institute of Clinical Bioethics at Saint Joseph's University, a comparable Jesuit institution in Philadelphia, PA, and the director of the Interdisciplinary Health Care Ethics Minor. In addition, the planning committee and the full-time faculty teaching in the concentration will convene a day-long retreat in April 2020 to evaluate the planning process and its outcomes. This discussion will include the faculty members who will teach in the concentration, as well as a representative of the CTLE and a representative of the OEA. The purpose of this one-day meeting will be to better facilitate interdisciplinary communication and to gauge the effectiveness of the planning process. Teaching members within the concentration and relevant administrators and staff will be asked to complete a survey and reflect on the process of creating the concentration and the new curriculum. The committee will use these surveys and the resulting discussion to effect changes that will determine how HH operates moving forward.



Budget Form

Applicant Institution: *University of Scranton*

Project Director: *Ugarte, Ana*

Project Grant Period: *05/01/2019 through 04/30/2020*

[click for Budget Instructions](#)

	Computational Details/Notes	(notes)	Year 1 05/01/19- 04/30/20	(notes)	Year 2	(notes)	Year 3	Project Total
1. Salaries & Wages	Institutional Base Salary (IBS)							
Ugarte, Ana	(b) (6)	5.0%	(b) (6)	%		%		(b) (6)
Tadros, Billie	(b) (6)	5.0%	(b) (6)	%		%		(b) (6)
Dombroski, Chandra	(b) (6)	3.5%	(b) (6)	%		%		(b) (6)
Guzman, Linda	(b) (6)	3.5%	(b) (6)	%		%		(b) (6)
Olsen, Cyrus	(b) (6)	3.5%	(b) (6)	%		%		(b) (6)
								\$13,904
2. Fringe Benefits								
	30% of funded portion of salary (total salaries&wages) \$13,904	0.3*	\$4,171					\$4,171
3. Consultant Fees			(b) (6)					(b) (6)
4. Travel								
	Scranton to Chicago airfare \$1500 for 4 nights and flight@ \$131 per Diem \$1,572		\$3,072					\$3,072

	For 2 directors; Scranton to Washington, DC; airfare \$1,250; Per diem \$251*2 days \$1004		\$2,254					\$2,254
	2 days;2 people; regional conference (unidentified)		\$850					\$850
5. Supplies & Materials	Books; materials for 2 workshops		\$1,500					\$1,500
								\$0
6. Subawards								
								\$0
7. Other Costs								
								\$0
8. Total Direct Costs	Per Year		\$28,751		\$0		\$0	\$28,751
9. Total Indirect Costs	Personnel*.4456		\$6,207					\$6,207.00
a. Rate:	44.65%							
b. Federal Agency:	Dept. of Navy		\$0		\$0		\$0	\$0
Effective Period: mm/dd/yy-mm/dd/yy	6/1/16 - 5/31/20							
10. Total Project Costs	(Direct and Indirect costs for entire project)							\$34,958
11. Project Funding	a. Requested from NEH <div> Outright: \$34,958 Federal Matching Funds: \$0 TOTAL REQUESTED FROM NEH: \$34,958 </div>							

b. Cost Sharing	Applicant's Contributions:	\$0
	Third-Party Cash Contributions:	
	Third-Party In-Kind Contributions:	\$0
	Project Income:	\$0
	Other Federal Agencies:	\$0
	TOTAL COST SHARING:	\$0
12. Total Project Funding		\$34,958

Total Project Costs must be equal to Total Project Funding ---->	(\$34,958	=	\$34,958	?)
Third-Party Contributions must be					
greater than or equal to Requested Federal Matching Funds ---->	(\$0	≥	\$0	?)

APPENDIX A: Plan of Work and Schedule of Activities

The planning committee will convene bi-weekly meetings beginning in May 2019 under the direction of the two project co-directors, Dr. Ana Ugarte and Dr. Billie R. Tadros. Between the beginning of May 2019 and the end of April 2020, the planning committee will pursue four goals: 1. to research similar health humanities and medical humanities degrees in higher education, 2. to design and plan courses informed by readings within the health humanities field as well as by experiential and community-based approaches to teaching, 3. to design two workshops on interdisciplinary teaching methodologies and teaching topics of diversity that will be held during the 2019-2020 academic year (one in the fall 2019 semester and one in the spring 2020 semester), and 4. to partner with the Jesuit Center at The University of Scranton to offer a retreat for students enrolled in programs for the health professions at the University's Retreat Center at Chapman Lake with the theme of "*Cura Personalis* and Holistic Healthcare." Once the committee achieves the completion of these four goals, at the end of the twelve-month grant period, the committee will also prepare a proposal to the NEH Humanities Connections program to apply for a grant for the implementation phase of the HH concentration project at The University of Scranton.

Schedule of Activities:

May-August 2019:

Every two weeks beginning the first week of May 2019 the planning committee will meet with the aim of pursuing the four aforementioned goals. At the first meeting Drs. Ugarte and Tadros will distribute a calendar of committee meetings, an outline of goals and objectives, and a list of scheduled readings that the committee will discuss, including documents outlining mission statements and curricula of similar health humanities and medical humanities degrees in higher education, and readings pertinent to the health humanities at large (particularly those addressing intercultural and diversity competence in healthcare settings and medical encounters). Prior to the beginning of the fall 2019 semester, the committee will establish program learning outcomes for the proposed HH concentration. The committee will also amass and review a collection of syllabi of existing courses at The University of Scranton to be included in the HH concentration and evaluate them in the context of the proposed program learning outcomes for the HH concentration. In May committee members will be appointed to draft syllabi for five new pilot courses for the HH concentration, which the committee as a whole will workshop and evaluate in July and August in advance of the committee's submission of proposals for these courses to the Faculty Senate in September.

September-December 2019:

The committee will submit proposals for five new courses designed for inclusion in the HH concentration to the Faculty Senate in September 2019. Members of the committee will also submit an abstract for the International Health Humanities Consortium Conference in 2020. The committee will work with the University's Center for Teaching and Learning Excellence (CTLE) to design and offer a workshop on interdisciplinary teaching methodologies for university faculty in November 2019. The committee will meet with The University of Scranton's Jesuit Center

staff to plan a retreat for students enrolled in programs for the health professions at the University's Retreat Center at Chapman Lake with the theme of "*Cura Personalis* and Holistic Healthcare."

January-April 2020:

The committee will work with the CTLE to design and offer a workshop on multicultural diversity and pedagogy for university faculty in February 2020. Members of the planning committee will then attend the 2020 International Health Humanities Consortium Conference. Additionally, the committee will contract the Educational Advisory Board (EAB) to complete a market study for a potential Health Humanities major, while collecting institutional data of past successful interdisciplinary programs at The University of Scranton, which will contribute to the creation of an enrollment plan for the concentration, including outreach and marketing strategies.

The planning committee will seek the assistance of both the CTLE and The University of Scranton's Office of Educational Assessment (OEA) in assessing the first pilot HH courses prior to submitting its proposal for the HH concentration to the Faculty Senate for approval. Committee members will also host an external consultant, such as Dr. Peter A. Clark, S.J. Dr. Clark, the director of the Institute of Clinical Bioethics at Saint Joseph's University, a comparable Jesuit institution in Philadelphia, PA, and the director of the Interdisciplinary Health Care Ethics Minor, to assess the HH concentration proposal. This assessment will be a part of a larger discussion including a day-long retreat in April 2020 to evaluate the planning process and its outcomes. This discussion will include the faculty members who will teach in the concentration, as well as a representative of the CTLE and a representative of the OEA. The purpose of this one-day meeting will be to better facilitate interdisciplinary communication and to gauge the effectiveness of the planning process. Teaching members within the concentration and relevant administrators and staff will be asked to complete a survey and reflect on the process of creating the concentration and the new curriculum. The committee will use these surveys and the resulting discussion to effect changes that will determine how the HH concentration and classes operate moving forward.

At the conclusion of the twelve-month grant period the committee will begin preparing a proposal to the NEH Humanities Connections program to apply for a grant for the implementation phase of the HH concentration project at The University of Scranton.

APPENDIX B: Relevant Existing Courses at The University of Scranton

Represented below are the existing course offerings at The University of Scranton that the committee will propose for revision and potential inclusion in the HH concentration.

CHED (Community Health Education) 230: Multicultural Health (3 credits)

This course overviews health promotion/disease prevention in the United States, including health promotion statistics, strategies/resources and health disparities (social justice). Areas highlighted are cultural and behavioral influences on disease, equity in prevention strategies, culturally competent and gender-specific interventions (i.e., people of color, women, the aged, people with disabilities/mental illness).

CHS 330: Introduction to Art Therapy (3 credits)

Provides a broad overview of the field of art therapy. The work of art therapists will be discussed along with the history, theory, practice, populations and applications of the field. The course will be presented through lectures, readings and hand-on experiential work.

CHS 333: Multiculturalism in Counseling and Human Services (3 credits)

Focuses on current social and cultural issues in human services and related fields. Human development in a multicultural and diverse society will be examined and the basic objectives and dimensions of multicultural intervention will be defined. Student self-awareness of values, attitudes, and beliefs will be emphasized. Includes community-based learning component.

CHS 338: Poverty, Homelessness, and Social Justice (3 credits)

Focuses on developing and understanding of the social, historical and political dimensions of poverty and homelessness in the U.S. and explores the implications for distributive justice. Students assess the effectiveness of the social policies and programs created to combat poverty and homelessness, and participate in course-required service learning and social action projects.

ENLT (English Literature) 224: Perspectives in Literature about Illness (3 credits)

This course will explore the narrative conventions of both the (literary) life story and the (scientific) case history as a means of analyzing both the characters involved in literary depictions of illness and the ways in which they perceive and understand others involved in the same healthcare event.

HADM (Health Administration) 315: Cultural Diversity and Health Administration (3 credits)

The principles of management of culturally diverse society as applied to the healthcare field. Emphasis is placed on the importance of assessing and addressing the healthcare needs of various cultural groups within a given health care service area. Includes service-learning component.

NURS (Nursing) 310: Understanding Transcultural Healthcare (3 credits)

This course will focus on exploring values, beliefs and lifestyles of diverse cultural groups in order to broaden the student's perception and understanding of health and illness and the variety of meanings these terms carry for members of differing groups.

NURS 314: Principles of Nursing Ethics (3 credits)

Addresses ethical issues in the clinical nursing practice of the professional nurse as caregiver, advocate, teacher, leader/manager. The focus is on the decisions made regarding patient care. Three hours lecture.

NURS 471: Community Health Nursing (3.5 credits)

The focus is on the professional nursing roles of care giver, advocate, teacher and leader/manager in promoting adaptive responses to functional and dysfunctional health patterns in individuals, families, communities and groups. The student synthesizes prior knowledge of functional health patterns and all phases of the nursing process in meeting the health-care needs of community-based clients in diverse population settings. 1.5 hours lecture/week; 18 hours clinical lab/week for 4.5 weeks.

NURS 495: Healthcare in Africa (3 credits)

Exploration of healthcare and public health in Uganda. Focus on endemic diseases: malaria, pneumonia, diarrhea, malnutrition, tuberculosis, & HIV/AIDS. Impact of environmental, social, cultural, and religious practices on health and wellness are examined. Work with healthcare providers to examine preventative strategies & treatment of communicable diseases. Travel to historical, cultural, ecological, and rural areas with an interdisciplinary student group. Intersession.

PHIL (Philosophy) 128X: Wellness, Wholeness, and Care for the Self (3 credits)

This Freshman Seminar has been designed, at the Dean's request, for students in the Wellness program. Its theme is the health that applies to life as a whole and has an active meaning. Health is a wellness that we *do*, a caring for self that includes other selves.

PHIL 212: Medical Ethics (3 credits)

Considering nine ethical methodologies, this course views health care holistically in terms of human biological and psychological needs to show that ethical action must intend to satisfy

them. Ethical principles are applied to such issues as professional communication, sexuality, procreation, experimentation, bodily modification, and death. Recommended for health care students.

PHIL 316: American Perspectives on Healthcare Ethics (3 credits)

This course will consider basic ethical issues in the practice and distribution of healthcare in the United States. Topics covered will include the physician-patient relationship, clinical issues such as transplants or end-of-life concerns, the nature of professionalism, just distribution, ethics in healthcare institutions, and biomedical research. Recommended for those interested in the healthcare professions.

T/RS (Theology/Religious Studies) 227Z: Biomedical Ethics (3 credits)

This course will present theological reflections on the main ethical theories undergirding contemporary biomedical ethics. It will also present and discuss relevant philosophical and theological arguments on such issues as abortion, care of handicapped infants, euthanasia, suicide, and the profession of medicine.

SPAN (Spanish) 315: Medical Spanish (3 credits)

Designed for the student who plans to work in any area of healthcare, this course focuses on the needs and problems of Spanish-speaking patients. Students learn specialized vocabulary and improved communicative ability through conversation and composition and develop an increased awareness of health issues often of particular concern to Hispanics. Taught in Spanish. Includes activities inside and/or outside the classroom that involve Language Learning Center (language lab) resources.

APPENDIX C: University of Scranton General Information and Enrollment Trends, Jesuit and Catholic Mission and the Jesuit Center, and Community-Based Learning

General Information and Enrollment Trends

Originally founded as Saint Thomas College in 1888 by Scranton's first bishop, The University of Scranton achieved university status in 1938 and became a Jesuit institution under the Society of Jesus in 1942. The university comprises the College of Arts and Sciences (CAS, established in 1888), the Arthur J. Kania School of Management (KSOM, established in 1978), and the J.A. Panuska, S.J. College of Professional Studies (PCPS, established in 1987). Last year CAS enrolled 1,525 undergraduates, KSOM enrolled 895 undergraduates, and PCPS enrolled 1,288 undergraduates. The undergraduate population last year was 42% men and 58% women, most of whom originated from Pennsylvania, New Jersey, and New York. Seventeen percent of students enrolled last fall identified as persons of color, and of this 17% of the student population, 1% identified as American Indian or Alaskan Native, 12% identified as belonging to two or more races, 19% identified as Asian, 19% identified as Black or African American, and 48% identified as Hispanic or Latinx. The University of Scranton is accredited by 16 different accrediting agencies, which include the most prestigious national accrediting bodies in business and management, nursing, computer science, physical therapy, occupational therapy, chemistry, and counseling. *U.S. News & World Report's* "Best Colleges" recently recognized The University of Scranton as third for its "Strong Commitment to Undergraduate Teaching" and eleventh among "Most Innovative Schools" and has previously recognized the University for its commitment to service learning and among the "Best Colleges for Veterans." For the past 17 years the *Princeton Review* has listed Scranton among its "Best Colleges," an assessment echoed by the *Wall Street Journal's* ranking of the University among its "Top U.S. Colleges" and by the *Best Catholic Colleges'* ranking of the University as 27th among Catholic Colleges in the U.S. and fourth among those in Pennsylvania.

Jesuit and Catholic Mission and the Jesuit Center

As a Catholic and Jesuit university, The University of Scranton exemplifies both the spiritual vision and the centuries-old tradition of excellence of the Society of Jesus. What this means for The University of Scranton is that it honors commitments to freedom of inquiry and personal development, and to transformational learning experiences that prepare students who, in the words of Jesuit founder St. Ignatius Loyola will "set the world on fire." The pillars of an Ignatian vision of education include the concept of the *Magis*, which is the constant pursuit of excellence grounded in gratitude; *cura personalis*, which recognizes the dignity of each unique individual in caring for and educating the whole person; and commitments to liberal education, contemplation in action, and the promotion of justice.

The Jesuit Center at The University of Scranton works to help the university community to further the institutional mission, and to understand and integrate their faith and their work in the context of this 450 year-old living tradition of Jesuit education. Committed to advancing the University's strategic vision of "providing a superior, transformational learning experience" for students, the Jesuit Center supports faculty teaching and scholarship that advances the university mission and the pillars of the Ignatian vision of education.

Community-Based Learning in the J.A. Panuska College of Professional Studies

Students enrolled within PCPS at The University of Scranton receive an education designed with a commitment to balancing theory and practice. The PCPS pedagogy and curriculum emphasize both rigorous professional preparation and a comprehensive liberal arts education. Because the Jesuit ideal of educating *women and men for others* is central to academic programs within the college, all PCPS students at The University of Scranton complete community-based learning as a graduation requirement, which, for full-time undergraduate students includes a minimum number of community-based learning hours. While students frequently complete additional hours beyond the requirements of their programs, the table below represents the minimum number of required community-based learning hours for programs in PCPS.

PCPS Program	Minimum Required Community-Based Learning Hours
Counseling and Human Services	80 hours
Early and Primary Education	40 hours
Middle Level Education	40 hours
Secondary Education	40 hours
Nursing	40 hours
Health Administration	80 hours
Health Administration Long Term Care	80 hours
Human Resources Studies	80 hours
Occupational Therapy	80 hours
Community Health Education	70 hours
Exercise Science	90 hours
Liberal Studies	40 hours

APPENDIX D: Relevant Readings and Resources

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THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

PROVOST AND SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS

October 8, 2018

Dear Members of the Review Committee for the National Endowment for Humanities:

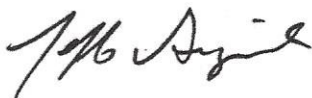
It is my honor to write this letter of reference on behalf of the University of Scranton for the submission of our proposal for a new Health Humanities concentration at the University. The University has recently take a bold approach to emphasize the humanities throughout our curriculum through faculty-led humanities initiatives and a recently-announced Center for the Humanities. The establishment of a Health Humanities concentration would fit perfectly within these strategic priorities. We appreciate your consideration of funding to help develop this innovative curriculum for our students.

Along with the emphasis on prioritizing the humanities at the University of Scranton, this proposal also fits within three of our other priorities on campus. First, this concentration will enhance interdisciplinary collaboration among our faculty and between the different schools and colleges. As NEH knows well, interdisciplinary work enhances student learning and promotes faculty sense of well-being. Second, the proposal embeds community-based learning at the University through service to our local community. This type of experiential learning is essential to the mission of our Jesuit tradition. Third, the proposal's emphasis on diversity competence will play an important role as we seek to become a more inclusive campus that honors all backgrounds.

I can assure you that this proposal has institutional support. At his recent inauguration, President Fr. Scott Pilarz, S.J. spoke boldly about his vision for a new vision of the humanities that is rooted in the Jesuit tradition and grounded in service to the community and the world. The curricular innovation that our faculty have proposed through this proposal is a great example of this vision.

Please feel free to contact me with any questions. Thank you for your consideration and best wishes as you make these important decisions about NEH Humanities Connection Planning Grant recipients.

Sincerely,



Jeff Gingerich, Ph.D.
Provost and Sr. Vice President for Academic Affairs

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

DEAN
THE COLLEGE OF ARTS AND SCIENCES

October 10, 2018

To Whom It May Concern:

I am writing in support of the application by Dr. Yamile Silva and Dr. Ana Ugarte for a NEH Humanities Connection Planning Grant for the development of a new Health Humanities concentration at the University of Scranton. As Dean of the College of Arts and Sciences, I am very familiar with the work of Drs. Silva and Ugarte, and I am thrilled that they are working on this project.

As a Jesuit University, the University of Scranton is committed to providing all of our students with an education deeply grounded in the humanities and, at the same time, responsive to the most critical needs of the larger society. These qualities have been central to the Jesuit mission since the mid-sixteenth century, and they remain our most distinctive and vital features. To use one of our Jesuit mottos, we are committed to educating “men and women for others.” Accordingly, we have strong undergraduate programs not only in the liberal arts but also in Pre-Medical and Pre-Health education, Nursing, Occupational Therapy, Counseling, Health Administration, and Community Health. The new program in Health Humanities will help prepare these students, through a carefully integrated curriculum, with the cultural and ethical understanding they will need to serve those who are most vulnerable in our society. At the same time, this program will contribute significantly to the thriving humanities programs on our campus.

I am especially happy that Drs. Silva and Ugarte are collaborating with our Office of Community-Based Learning and our Leahy Community Health and Family Center, which provides crucial services to the uninsured in Northeast Pennsylvania. These collaborations will provide opportunities for experiential and community-based learning that will heighten the program’s impact on our students and our community.

Again, I am most pleased support this initiative. If you have any questions or would like any additional information, please do not hesitate to contact me at brian.conniff@scranton.edu or (570) 941-7560.

Sincerely,



Brian P. Conniff, Dean
College of Arts and Sciences
Professor of English

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

SENIOR FELLOW FOR INTERNATIONAL,
CIVIC AND CULTURAL PROJECTS

September 26, 2018

Humanities Connections Planning Grants

To Whom It May Concern:

I am writing in support of the planning grant proposal for Health Humanities Concentration at the University of Scranton. I worked at the NEH as special assistant to Sheldon Hackney when he was Chair and also served as Chair of the Pennsylvania Humanities Council and President of the Federation of State Humanities Councils. So the NEH is close to my heart and mind. And I am happy to say that the University of Scranton is demonstrating a new and robust interest in the humanities and their relevance to all that we do here. It's quite extraordinary!

In this context and because of the highly competent and engaged faculty members and administrators who are seeking the planning grant, I highly recommend it for NEH support. I believe that it reflects the mission of this institution in support of interdisciplinarity in the service of health, community and diversity. It will advance new areas of interest for our students in understanding health matters through the humanities lens.

Many thanks in advance for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Sondra Myers", followed by a long horizontal line extending to the right.

Senior Fellow for International, Civic and Cultural Projects

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

DEAN
THE PANUSKA COLLEGE OF PROFESSIONAL STUDIES

October 1, 2018

Dear Committee members of the NEH Humanities Connection:

As the Academic Dean of The University of Scranton, J.A. Panuska College of Professional Studies (PCPS), it is with full support and enthusiasm that I write this letter of support for grant application to support the new Health Humanities (HH) concentration at the University of Scranton.

At the University of Scranton, the J.A. Panuska College of Professional Studies (PCPS) offers degree programs in Counseling & Human Services, Education, Health Administration, Human Resources Studies, Nursing, Exercise Science, Community Health Education, Health Sciences, Rehabilitation Counseling, School Counseling, Community Counseling, Human Resources, Family Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist, Physical Therapy, and Occupational Therapy. The Panuska College of Professional Studies, comprised of McGurkin Hall and Leahy Hall, contains high-tech classrooms and laboratories, including a state-of-the-art nursing lab, teaching instruction labs, counseling suites and an academic advising center and Leahy Hall, a 48 million dollar rehabilitation center. Community-based learning is a requirement of the PCPS.

The Panuska College of Professional Studies also houses the Leahy Community Health and Family Center (LCHFC), located in the lower level of McGurkin Hall. Since 2007, the Edward R. Leahy Jr. Center Clinic for the Uninsured housed in LCHFC made a commitment to improve access to health care for the uninsured while fulfilling the University of Scranton's Jesuit tradition of educating "young men and women for others." The Clinic offers opportunities for teaching, research, learning, and service to the University of Scranton faculty, students, and volunteers. Today, we offer a medical clinic, counseling clinic, low vision clinic and physical therapy clinic for the marginalized populations of Lackawanna County.

The faculty and staff in PCPS are committed to assisting in the development of the HH concentration especially faculty in occupational therapy. Without a doubt, the HH concentration connects to our fields of study in the "helping professions" at The University of Scranton.

In deepest appreciation, I am,



Debra A. Pellegrino, Ed.D.
Dean, Panuska College of Professional Studies

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

DEPARTMENT OF SOCIOLOGY/CRIMINAL JUSTICE

Dr. Meghan Ashlin Rich
Department of Sociology/Criminal Justice
University of Scranton
Scranton, PA 18510

October 1, 2018

To Whom It May Concern,

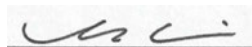
I am writing this letter in strong support of Dr. Anna Ugarte and Dr. Yamile Silva's application for the NEH Humanities Connection Planning Grant.

As the Faculty Coordinator for the Office of Community-Based Learning at the University of Scranton, I work to support our faculty and students who engage in the community through pedagogical strategies, curriculum, and outreach. Drs. Ugarte and Silva's proposal for the Health Humanities Concentration will assist us in our mission to coordinate community-based learning activities and provide development and support resources for University faculty. The concentration's focus on interdisciplinarity, community engagement, and diversity dovetail with the Office of Community-Based Learning's mission and our values as a Jesuit university.

Community-Based Learning (CBL) is defined at our university as an "academic experience that involves students working with individuals, groups, or organizations in ways structured to meet community-defined needs." The Health Humanities Concentration will allow students to engage in community-defined public health needs within an academic, structured experience, and thus meets and supports the requirements of CBL. The concentration has the additional strength of tying the humanities to public health disciplines and community health needs.

I am very pleased to support the University of Scranton's Health Humanities Concentration and the application for the NEH Humanities Connection Planning Grant. Please contact me if you have any questions about Drs. Ugarte and Silva's application.

Sincerely,



Meghan Ashlin Rich, Ph.D.
Associate Professor of Sociology
meghan.rich@scranton.edu



Humanities Initiative

To Whom It May Concern:

This letter is being written in enthusiastic support for the NEH Humanities Connections Planning Grant to fund the development of a new Health Humanities concentration at The University of Scranton. The Humanities Initiative aims to enhance the quality and quantity of student engagement with the humanities at The University of Scranton.

We are an interdisciplinary group composed of representatives from each humanities department on campus—English & Theatre, History, Philosophy, Theology, and World Languages & Cultures. We strive to create connections across disciplines, colleges, and programs here at The University of Scranton. Our Humanities Forum, for example, is bringing in a series of speakers by working with other offices on campus such as the Schemel Forum, Office of Community-Based Learning, and the Office of Equity and Diversity.

The Health Humanities concentration would fit well within the Humanities Initiative's goals by continuing the spirit of our collaboration in this interdisciplinary field. Because of this, we support this proposal and commit to providing the resources that we can toward a Health Humanities concentration at The University of Scranton.

Sincerely,

Dr. Adam Pratt (History)
Dr. Andrew LaZella (Philosophy)
Dr. Hank Willenbrink (English and Theatre)
Dr. Joel Kemp (Theology)
Dr. Maria Johnson (Theology)
Dr. Matt Meyer (Philosophy)
Dr. Susan Méndez (English and Theatre)

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

DEPARTMENT OF SOCIOLOGY/CRIMINAL JUSTICE

Dr. Meghan Ashlin Rich
Department of Sociology/Criminal Justice
University of Scranton
Scranton, PA 18510

October 1, 2018

To Whom It May Concern,

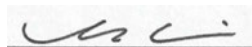
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I am very pleased to support the University of Scranton's Health Humanities Concentration and the application for the NEH Humanities Connection Planning Grant. Please contact me if you have any questions about Drs. Ugarte and Silva's application.

Sincerely,



Meghan Ashlin Rich, Ph.D.
Associate Professor of Sociology
meghan.rich@scranton.edu