January 24, 2013

Dear Dr. Therien:

Please accept our attached proposal in response to the recent call for projects that bridge undergraduate liberal arts education and professional education and training at the Five Colleges. We propose three interlocking activities that are designed to bridge the Cultural, Health, and Science (CHS) program and professional health education and practice: two sets of Five College based seminars and an innovative curricular expansion plan, bolstered by a resident practitioner/scholar program and speaker series. We believe these initiatives will powerfully demonstrate the utility of interdisciplinary scholarship and practice, as well as bolster the four key components of the CHS core vision, as detailed in the proposal.

CHS is specially poised to expand and enrich its liberal arts focus to better bridge undergraduate education with graduate and professional education. We also have the breadth and maturity to help bring our integrative pedagogical approach to those health sciences currently seeking to enrich their professional training. We have broad support for this proposal from representatives from the four colleges and the university, including premedical advisors and the Dean of the School of Public Health and Health Sciences. Together we stand behind the proposed series of faculty seminars, panels and workshops, and curricular development strategies to achieve these goals.

Thank you for your consideration of our proposal, and please feel free to contact us with questions.

Amherst: Chris Dole, Richard Aronson (pre-health advisor)
Hampshire: Alan Goodman, Elizabeth Conlisk, Christopher Jarvis (pre-health advisor)
Mount Holyoke: Lynn Morgan, James Harold
Smith: Suzanne Gottschang, Benita Jackson
UMass Amherst: Tom Leatherman, Elizabeth Krause, Felicity Aulino, Bill Moebius, Maria Bulzacchelli, Aline Gubrium, David Buchanan
Bridging Liberal Arts and Graduate and Professional Education and Training for Health Studies: A Proposal from the Culture, Health and Science Program

Introduction and Overview
In recent years, we have witnessed an enormous surge of interest in global health, public health, and health disparities. In response, the number of accredited public health schools has grown exponentially as have undergraduate degree programs. Both professional programs and research institutes increasingly recognize the importance of culture, society, and politics in health issues, and are seeking to expand research and training into more integrative and multi-disciplinary approaches that take into account the social and behavioral sciences and humanities. Likewise, Medical Schools increasingly welcome students with broad liberal arts backgrounds, and a new Medical College Admissions Test (MCAT) in 2015 includes sections on social and behavioral sciences, critical thinking and analytical reasoning.

The Five Colleges Culture, Health, and Science (CHS) Program foresaw this trend. Since its founding in 1995, CHS has advocated for integrating natural and social sciences and the humanities in the study of human health and disease, and grounding undergraduate education in community-based learning. The CHS certificate program has grown to become one of the largest in the Five-College system, awarding 317 certificates in the past 15 years, and over 50 in 2013 alone. Unlike many professional school based undergraduate majors, the philosophy of CHS holds firm that a liberal arts based education provides students with the best possible foundation for further study in the health sciences. We have a model program, and aim use it as a foundation to further build connections between liberal arts and professional degree programs in the health sciences. This initiative would make CHS an even stronger and nationally recognized leader in interdisciplinary studies of health and health care.

This proposal is designed to strengthen and expand four key components of our interdisciplinary focus:

(1) Use of critical social theory, essential a) to better understanding the root social, cultural, and political-economic causes of disease and patterns of illness, and b) to enrich the development, implementation, and evaluation of pro-social health interventions;

(2) A bio-cultural approach that demonstrates intersections between and interdependence of biology and culture, not simply describing and cataloging cultural aspects of health systems and health, but the myriad ways that culture is embodied and “gets under the skin.”

(3) The centrality of community engagement for substantiating the bridges between liberal arts education and professional training, beyond abstract concepts and theoretical ideals.

(4) The essential role of the humanities as a complement to science and integral to understanding health and illness through avenues of creative expression leading to deeper understandings of illness and suffering.

We believe that each of these areas -- critical theory, an integrative biocultural approach, community based learning, and an integrated humanistic vantage point -- are essential for the next generation of health scholars and practitioners. This proposal is designed to expand and strengthen their place in undergraduate liberal arts and graduate and professional school education, and to better prepare students for further study and careers in the health sciences.
We seek funding to develop three major initiatives over the next two years in order to meet these goals: (1) focused, interdisciplinary faculty seminars designed to model and enhance multi-disciplinary collaboration, student education and curricular development; (2) seminars with faculty from the liberal arts and professional schools, pre-health advisors, visiting scholar-practitioners and invited speakers that are designed to better link professional health and undergraduate curricula; and following from these two seminars, (3) curricular development to expand offerings in humanities, research methods, and community-based participatory research.

1. Faculty Seminars Modeling Integrative Biocultural Approaches in Health Studies
To demonstrate the utility of interdisciplinarity and to make substantial connections between faculty and students across liberal arts programs and professional schools, we propose an intensive faculty seminar series. Each workshop-type session would focus on a single, specific health problem or case study. Examples might include Lyme disease in the Pioneer Valley, policies and practices targeting the global obesity pandemic, or a particular health consequence of climate change. These would be 4 - 5 day events modeled after the School of Advanced Research’s renowned Advanced Seminars in Santa Fe. Participants would be drawn from the Five Colleges, and potentially include several visiting scholars. Proposals will be solicited, and a lead facilitator selected along with up to seven primary participants from across a range of disciplines. Each participant would be responsible for reading all materials prepared for the dialogue, presenting their disciplinary or professional perspective on the case at hand, and actively engaging the series of inquiries put forward by the facilitator. Sessions would be public and expected outcomes would include: a documented case study, a plan for scholarly publications, and proposals for curricular modules and/or full classes that incorporate lessons learned from the colloquium (with follow-up meetings scheduled and supported as necessary for any or all of these products).

2. Faculty and Practitioner Seminars on Liberal Arts and Professional Education
A second seminar series convenes faculty and practitioners from the liberal arts, public health and the health sciences, and biomedical sciences to discuss health sciences pedagogy and curricula. This seminar series will include monthly meetings of the participants and meetings with outside consultants. Two seminar leaders, representing liberal arts and professional education, along with up to six participants, will develop the specific agenda. Meetings might focus on examining curricula from graduate health sciences programs and the plethora of new undergraduate health studies majors and minors, and comparing these to current CHS courses and requirements; discussing pedagogical approaches to health studies; identifying potential course-paths to different health professions for undergraduate liberal arts students; and enriching professional school curricula with courses, modules and approaches from social and behavioral sciences and the humanities. The seminar team will also meet with pre-health advisors and practitioners across a range of applied health practice to discuss: a) the implications of new MCAT sub-tests in social and behavioral sciences, critical thinking, and analytical reasoning, and how best to guide students for gaining exposure to relevant subject matter through coursework; b) the range of applied health opportunities available for students; and, c) paths toward medical school, public health, international development work, and alternative health careers, with an eye toward advising course sequences within the CHS curricula matched to individual student interests. Two pre-medical advisors, Richard Aronson (Amherst) and Chris Jarvis (Hampshire), are contributing to this initiative.

Residencies and Guest Speakers. We propose to invite a scholar-practitioner, whose work demonstrates the benefits of bridging of liberal arts and applied perspectives, for short-term (~ 3-5 day) residencies. Examples could include a physician poet or writer (e.g., Rafael Campo), a physician anthropologist (e.g., Paul Farmer) or an epidemiologist with a strong critical theory perspective (e.g.,
Nancy Krieger). The visiting scholar-practitioner will present a public lecture, meet with classes and CHS students, and contribute to the seminar series on health sciences pedagogy. We also propose to invite two guest speakers each year, ideally someone whose expertise articulates with the integrative biocultural faculty seminar series for that year and/or health sciences pedagogy. In addition to the lecture, they will meet with faculty and students.

3. Curricular and Course Development
The CHS course offerings have grown over the past fifteen years, though demand still exceeds our capacity. Moreover, these offerings continue to require development in some areas essential to a multidisciplinary approach to health studies. Areas we hope to expand include: the medical humanities, community based participatory health studies, mixed methods training, and biocultural approaches to health issues. Courses and/or course modules in integrated biocultural studies will emerge from the interdisciplinary faculty seminars. The other needs will be addressed through a call for course proposals and the development of workshops and courses modules.

- **Medical Humanities.** While medical humanities programs are growing rapidly around the country, there are no such programs within the Five Colleges, and there is a paucity of courses with a humanities focus in the CHS curriculum. In the humanities, students may explore the discursive and emotional contexts of pain, suffering, healing and well-being, either in visual or in literary arts. Thus, we will solicit proposals that incorporate literature, philosophy, art, religion and history, all of which can offer unique perspectives on health, healing and suffering.
- **Mixed-Method Training.** We will also seek a broader range of courses dealing with health-focused qualitative and quantitative methods, and especially mixed-methods courses that demonstrate the utility of the interplay of these approaches.
- **Community-Based Research.** Finally, we especially lack courses with a focus on community based participatory research and/or participatory methodologies. We plan to address this need by developing workshops, course modules, and summer “field schools” based on a successful NSF model used in Anthropology. These complex community based learning initiatives are described below.

*Community-Based Participatory Learning and Research*

One of the challenges to undergraduate and professional education alike is to provide community-based learning opportunities through research, methods training, internships, and coursework. Not only is community-based learning foundational to the CHS mission, bridging theory to people’s real lives, but community-based participatory approaches that work in and with communities are critical for promoting greater equality in community-university relationships, and for conducting research that is meaningful for communities. We propose to expand community based learning opportunities for our students by better integrating with local and global partners who can provide learning and internship opportunities. Specifically we plan to enrich CHS curricula by providing coursework, workshops, and hands-on opportunities in community-based participatory research and learning.

First, we will organize workshops for faculty and students in community-based participatory research and practice, using the local expertise of Jen Sandler, Director of UMass Alliance for Community Transformation (UACT), and panels of faculty from public health and the Five Colleges engaged in community based participatory research. Second, we will create course modules in participatory visual and digital methods, which are rapidly growing as an effective tool in health research, and especially with marginalized groups, and that model quite effectively the methodological bridging between humanities, social sciences, and public health. These modules will be developed and piloted across the
Five Colleges by faculty in public health (Aline Guibrium) and other colleges and programs, and graduate student assistants trained in these methodologies. Finally we will develop and pilot a summer field school co-facilitated by Five College faculty and community-based partners that engages participants in collaborative research studies focused on health and that initiates and supports a community-university conduit to undergraduate majors in the liberal arts, public health, or a combination of the two.

In conclusion, the proposed activities, if funded, will greatly enhance the performance of CHS, which is uniquely poised to bridge liberal arts education with graduate and professional education and training in public health, medicine, and other health studies. The proposal is ambitious. It offers much more than a simple pipeline. Rather, it aims to enhance undergraduate education in the liberal arts and in the professional health sciences in a way that provides the intellectual integration and breadth and the critical thinking skills that are key to improving health and health care.

Time-line

Spring 2014: Begin planning for the faculty seminars and community based learning, hold preliminary meetings with health professional advisors, and announce a call for proposals for the two faculty seminar series.

Fall 2014 – Spring 2016: Faculty seminars on health sciences pedagogy and curricula will begin in F 2014 and continue throughout AY 2014-15. A report by the seminar participants, including recommendations for CHS will be completed in Fall 2015. We will invite one scholar practitioner in residence for spring 2015 and spring 2016, and invite guest speakers in Fall and Spring semesters of 2014-15 and 2015-16. Planning for the first interdisciplinary bio-cultural seminar/symposium will begin in Fall 2014. The first symposium will take place in summer 2015, and the second in either January or summer 2016. Development of community based participatory workshops and course modules commence in F 2014, and will be piloted on campuses in AY 2015-16. Development and pilot implementation of a summer field school will take place in AY 2015-16. A call for proposals for course development in the medical humanities and research methods will be issued annually beginning in F 2014.

Budget ($190,424)

Intensive faculty seminars (2) on integrative approaches in health studies ($45,360)
1. Course buyout or equivalent for seminar leader = $8000 x 2 = $16,000
2. Subvention for 7 additional panelists ($1500/panelist) = $10,500 x 2 = $21,000
3. Three planning meetings, and 5-day intensive seminar among participants
   Food for 8 Meetings @ $20/participant, plus 1 dinner ($400/dinner) = $1680 X 2=$3360
4. Public panel to present overview of seminar and reception = $1000 X 2 = $2000
5. Course and course module design = $3000

Faculty and practitioner seminars on liberal arts and professional education ($30,000)
1. Year 1: Course buyout or equivalent for two seminar leaders = $8000 x 2 = $16,000
2. Year 1: Faculty team of 6 participants @ $1500/member = $9000
3. Year 1: Expenses and honoraria for health professions advisors and consultants = $1000
4. Year 1: Expenses and honoraria for panel of health practitioners = $1000
5. Year 2: Preparation of report & curricula guidelines for education in health sciences = $3000
Scholar Practitioner in Residence and Speaker Series ($28,800)

A. Scholar-Practitioner in Residence = $8200/year X 2 Years = $16,400
   1. Honoraria = $5000/year X 2 Years = $10,000
   2. Travel and Accommodation = $1500/year X 2 Years = $3000
   3. Dinners and Reception = $1500/year X 2 Years = $3000
   4. Advertising = $100 X 2 = $200/year X 2 Years = $400

B. Speaker Series (2 speakers per year) = $6200/year X 2 Years = $12,400
   1. Honoraria = $1000/speaker X 2 speakers = $2000/year
   2. Travel and Accommodation = $1000/speaker X 2 speakers = $2000/year
   3. Dinners and Reception = $1000/speaker X 2 speakers = $2000/year
   4. Advertising = $100/speaker X 2 speakers = $200/year

Curricula Development ($42,000)
In addition to the 2 courses and/or course modules developed in the interdisciplinary faculty seminars and 2 modules based on participatory methods, we anticipate developing 4 additional courses in medical humanities and research methods over 2 years.

1. Course development (Year 1 and 2) = 4 courses/modules @ $3000/course = $12,000
2. Pilot Implementation of Courses and Modules through faculty and graduate student support (Year 2) = 4 courses/modules @ 1500/module for implementation = $6,000
3. Community-Based Learning: Workshops, Panels, Courses, Fieldschool (Years 1 and 2) = $24,000
   a) Year 1: Faculty/student Panels with study abroad and internship coordinators = $500
   b) Year 1: Workshop on Community-Based Participatory Learning = $1500 = $1500
   c) Year 1: Faculty/student Panels with community partners = $1000
   d) Year 1: Develop teaching and training modules in participatory and digital methods: 2 modules @ $1500 = $3000
   e) Year 2: Pilot implementation of teaching and training modules: 2 modules @ $1500 = $3000
   f) Year 2: Field school development and pilot implementation: support for faculty and community participants = $15,000

Graduate Student Support ($44,261)

1. 10 hour/week graduate student teaching assistantship to assist with community-based participatory research and learning course modules and field school = $10,800/year X 2 years = $21,600
2. 10 hour/week graduate student research assistantship to assist with faculty seminars
   Year 1: $15,161; Year 2 (one semester only) $7500 = $22,661