

COURSE NUMBER: HLSC 405/705

COURSE TITLE: Interprofessional Global Health Study Abroad

CREDIT HOURS: 1,2, or 3

PREREQUISITES: Permission from the Chief Academic Advisor or Program Director

CO-REQUISITE: None

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CATALOG DESCRIPTION: The study of selected clinical practice applications in professional health practice; designed to provide an in-depth practicum in selected practice areas. Students must have specific practicum arrangements (ex: externship) prior to registration. Prerequisite: admission to ODU and permission of undergraduate program director or chief departmental advisor.

COURSE DESCRIPTION: This course is an experiential learning course. Students will participate in a health related cultural immersion in a developing country. Students will be introduced to global health concepts, including the demographic and epidemiological transitions, the burden of disease, the impact of key health conditions on individuals and on communities, critical issues in the organization and delivery of health services, and the multi-directional links between health and social and economic factors. Interprofessional learning encompassing the four IPEC Domains: ethics, roles, communication, teams is a key aspect of this course/program, in which students from diverse health professions will focus on learning with, from, and about each other to improve teamwork and prepare them to collaborate with other clinicians in practice. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes, is integrated throughout this course by incorporating team work, professional roles, diverse disciplinary perspectives, interprofessional and intraprofessional communication, collaboration, and socialization, while considering and practicing principles related to communication with diverse cultures.

COURSE CONCEPTS AND OBJECTIVES

Concept	Definition	Course Objectives
Critical Thinking	Critical Thinking is a purposeful, reflective and goal directed activity that aims to make judgments based on evidence rather than conjecture. It is based on the principles of science and the scientific method. Critical thinking is a reasoned interactive process that requires the development of strategies that maximize human potential.	Utilize knowledge from biological, physiological, social, and global health sciences to promote optimum wellness in the global community.
Health Practice	Health practice is the promotion, maintenance or restoration of health throughout the lifespan by independent or interdependent interventions within accepted standards of care and theoretical frameworks. When recovery is not possible, the facilitation of a peaceful death becomes the planned outcome. Health practice involves relationships with clients, families, groups and communities. It requires utilization of critical thinking, demonstrated cognitive, affective and psychomotor expertise, as well as attuned therapeutic communication, interpersonal skills, and responsiveness to individuals' experiential and cultural realities.	Identify healthcare interventions to meet the health care needs of the global community and individuals within the community.
Communication	Communication is an on-going two-way process by which verbal and non-verbal messages are sent and received. Communication establishes relationships through active listening, empathy and respect for self, clients and colleagues. Through the use of therapeutic communication the healthcare team member forms working relationships with clients, families, groups and communities to facilitate adaptation to health problems and promote healthy lifestyles.	Identify therapeutic communication techniques and methods to overcome language barriers appropriate for clients, families and communities in global health settings.
Teaching	Teaching is an interactive process and a multidirectional, culturally sensitive transmission of information based on a set of theories, research findings, and skills. Teaching in healthcare is a deliberate and focused activity involving assessment, planning, implementation and evaluation. Teaching increases the likelihood that clients, families, groups and communities	Demonstrate teaching/learning strategies to promote health to clients, families and communities in global health settings.

	will understand health status, health promotion, care options, and possible outcomes of options selected.	
Research	Research is a prescribed, systematic, diligent process of inquiry to develop new knowledge or relationships and validate or refine existing knowledge. Healthcare research is the foundation for evidence-based practice that directly or indirectly promotes quality outcomes.	Evaluate relevant research related to health promotion and disease prevention in the global community.
Leadership	Leadership is an action requiring the ability to use critical thinking, develop and maintain group effectiveness, communicate professionally, and demonstrate fairness, accountability, competence, and creativity. Leadership is the use of personal traits and power to constructively, legally, and ethically influence others toward an endpoint, vision, or goal.	Identify leadership skills as it relates to health promotion in the global community.
Professionalism	Professionalism is based on legal and ethical principles. It is a practice hallmarked by accountability, advocacy, self-direction, life-long learning, personal moral development, and awareness of public policy impacting healthcare. Professional practice requires the ability to critically think, engage in productive conflict resolution, utilize current research and maintain collaborative relationships.	Identify legal and ethical principles when planning health promotion for global health communities
Culture	Culture is the learned, shared, and transmitted values, beliefs, norms, and specific lifeways of clients, families, groups, and communities, that guides thinking, decisions and actions in patterned ways. Culture embodies religious, spiritual, philosophical, ethnic, racial, kinship, societal, economic, legal, ethical, technical and educational factors. Cultural awareness and sensitivity is demonstrated to diverse clients, families, group, and communities.	Identify cultural values or norms in selected undeveloped countries. Demonstrate an understanding and sensitivity to cultural variations in the global community

TEACHING/LEARNING METHODS:

Assigned readings, online discussion forums, writing assignments, reflection and on site activities designed to facilitate global awareness and sensitivity while collaborating and interacting with multiple disciplines as well as the Ireland population.

EVALUATION OF STUDENT PERFORMANCE AND GRADING:

Activities that will be used to evaluate student performance in the course include: written assignments, participation on sight, cultural sensitivity module, teaching project and participation in the online discussion board.

The final course grade will be comprised of the following components:

ASSIGNMENTS AND DATES

ASSIGNMENT	FINAL DATE DUE	ASSIGNMENT WEIGHT
Rules of Conduct	January 29, 2017	P/F
Cultural Sensitivity	February 28, 2017	5%
Introduction Discussion Board	March 5, 2017(initial posting) March 12 2017 (reply postings)	5%
Wiki Country Modules 2 and 3 credit students only	Feb 28, 2017 (Sign up for module) March 19, 2017(Wiki Country Module due in Discussion Board)	P/F
Wiki Summary Discussion	March 26, 2017	10%
Teaching Project Preparation	April 23, 2017	25%
Windshield Survey 3 credit students only	May 21, 2017	P/F
Participation/Trip Duties	February 15, 2017 (duty sign-up) Trip duty-on trip or before	30%
Post-Trip Reflection Discussion Board	May 28, 2016(initial reflections posting) June 4, 2017 (reply postings due)	20%

Contact Hours Satisfactory/Unsatisfactory. The student will complete the specified number of contact hours during the service learnings elective experience. Satisfactory completion is required to achieve a passing grade for this course.

UNDERGRADUATE GRADING SCALE

The grading scale for the undergraduate program will be utilized to determine the course grade (see below). Students wishing to appeal a grade must follow the grade appeal policy in the ODU General Catalog or ODU Student Handbook.

A	95-100	4.0	C+	83-84	2.3
A-	93-94	3.7	C	80-82	2.0
B+	91-92	3.3	D	70-79	1.0
B	87-90	3.0	F	69 and below	
B-	85-86	2.7			

Note: For undergraduate nursing students a grade of "C" or better in all nursing courses is required to continue in the nursing program. In order to achieve a grade of "C", in class objective test grades in a nursing course must average to a minimum of 80. A student who does not achieve an 80 or better average on in class objective test grades in a nursing course will receive a grade of "D or F" and will not be considered to be in good academic standing in the major. Any nursing course in which a grade less than "C" is earned must be repeated.

GRADUATE STUDENT GRADING POLICIES

Grading scale for the graduate students is:

A	96 - 100
A-	91 - 95
B+	88 - 90
B	83 - 87
B-	80 - 82
C+	77 - 79

Your average grade must be 83 or better on exams to pass the course regardless of scores on any written assignments. The test average will be calculated first to establish the required 83 test average prior to calculating the overall course grade.

A final grade of "B"/83 or above is necessary to pass this course.

Grade Appeal Students who wish to appeal a grade must follow the grade appeal policy in the ODU General Catalog or in the ODU Student Handbook.

STUDENT RESPONSIBILITIES

Attendance and Participation:

Attendance at study abroad on site service learning activities is expected and is of paramount importance to your success in the course. The course outline contained in this syllabus is not all inclusive; therefore, relying solely on it to for information will be detrimental to one's grade!

Requirements for readings may be changed based upon identified learning needs. The required readings are to be read prior to attendance at class. Although not specifically indicated in the required readings for each lecture, students are expected to be familiar with related information in the pathophysiology, laboratory, nutrition, and pharmacology texts as needed to supplement their understanding of the course content.

Faculty-Student Communication:

Students are responsible for all information contained within the Bb site. At times course faculty may also communicate via ODU e-mail. Students are responsible for this information as well. Students are required to make sure ODU mailboxes do not become "full" as this does not allow faculty e-mails to go through. Students are expected to review Bb "Announcements" and ODU e-mail at least every other day to stay current with communications from the faculty. Missed information from either method is not the faculty's responsibility.

Communications between and among students and faculty should always remain professional nature. Unprofessional communication either in a face to face discussion or via ODU email may result in course failure.

Face to face communication: When addressing faculty in face to face communications. Please begin the conversation with your name, lecture section and laboratory / clinical section.

Electronic communication: Begin e-mail with a salutation and end with your name, your lecture section and laboratory / clinical section. Faculty will respond within 48 hours to any message unless they have notified you in advance of a period when they are unavailable. If they leave emergency instructions follow them.

Submission of Assignments:

Course Assignments: You are expected to complete assignments on time. All assignments must be turned in by the date and time established by the course coordinator as published in the syllabus and/or posted on the Blackboard course site. If you should have difficulties or questions when completing the assignment, contact the course coordinator/faculty to seek guidance before the assignment is due. Extensions may be requested for extenuating circumstances, and will be considered on a case-by-case basis at the discretion of the course faculty.

Late Assignments

All assignments should be turned in by midnight on the due date listed. Unless authorized prior to due date by the instructor, late assignments either will have a grade reduction as listed below or may not be accepted and given a zero.

A. In the Undergraduate program late assignments without granted extensions, if graded, will have a mandatory 10 point deduction if submitted within 24 hours past the published due date. After 24 hours the maximum grade that can be awarded is 80%.

B. In the Graduate program late assignments without granted extensions, if graded, will have a mandatory 10 point deduction if submitted within 24 hours past the published due date. After 24 hours the maximum grade that can be awarded is 83%.

Each assignment should be typed in a font, preferably Times Roman, no smaller than 12 point (see APA 6th ed. regarding fonts and typefaces). The assignments should be formatted in APA style, and presented professionally with an appropriate cover page, reference list, and appendixes as needed, unless otherwise directed by the course coordinator. Proofread your papers before turning them in. If you have difficulty proofreading, then have someone else proof your paper. Errors in spelling, grammar, sentence structure, punctuation, and format will result in a significant point deduction from the total point score for the assignment. **Please be sure that you title the electronic files you will be submitting to include your last name and the name of the assignment (i.e. Smith-TeachingPaper.doc)**

Grading criteria will be provided for course assignments. Use them to ensure that you have addressed all required components for an assignment. A completed scoring will be returned with each assignment that will show you how your work was evaluated. If you have questions or comments about a grade please contact the course coordinator.

Note: Draft papers will not be reviewed unless otherwise indicated. This maintains a sense of fairness for all students. If you have any questions related to draft papers, contact the course coordinator or section professor.

Honor Code:

This statement will be included on all work handed in for credit and signed. The Honor Pledge states:

"I pledge to support the Honor System of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community it is responsibility to turn in all suspected violators of the Honor Code. I will report to a hearing if summoned."

Name: _____
Signature: _____
Date: _____

Additional information regarding the ODU Honor Council, Honor Code, Monarch Creed, definitions of cheating, and disciplinary procedures may be found at this web site: <http://orgs.odu.edu/hc/>.

Scope of the Honor Code

Some Examples of Violations:

- Lying, cheating, and plagiarism are violations of the Honor System.
- Team collaboration on a project. Unless specifically authorized by your instructor, you are expected to do your own work unaided by anyone else.
- Use of commercial or other students as sources for "readymade papers". Your work must clearly be of your own effort. Don't believe that by changing a few words you can disguise the source. You can't. If you use someone else's work you will be found out. The differences in tone, style, and comprehensiveness of the writing will be readily apparent to the faculty.
- Failing to cite reference materials used within your paper or work. This includes not only printed material, but materials taken in part, or in whole, from Internet sources.
- Use of "crib sheets" etc. during an examination. Although some instructors allow the use of reference materials during examinations, such use is clearly defined. If you have not been authorized use of reference material, or you exceed the defined scope of use, you are guilty of cheating.

Student Conduct Policy

The Honor Code and Honor Pledge embody the trust that is placed in ODU students and the reciprocal responsibility students have to behave ethically in their academic pursuits. Student Code of Conduct violations will not be tolerated. Violations include but are not limited to cheating on tests & assignments and plagiarism.

The faculty of the undergraduate nursing program is a part of the academic community committed to education, scholarship and overall development of the individual student. The model of conduct established for the undergraduate student in nursing is consistent with the Monarch Creed of Old Dominion University. The **Monarch Creed** states that as a member of the ODU Community a student will:

Make personal and academic integrity fundamental in all endeavors,

Offer service to the university and to the community,

Nurture a climate of care, concern and civility for others,

Accept responsibility for all my actions,

Respect the dignity, rights and property of all people,

Commit to the ongoing pursuit of intellectual and personal development,

Heighten my awareness of individual and cultural differences and similarities.

Behaviors not consistent with the Monarch Creed and/or professional standards of behavior and practice may result in dismissal from the graduate program. These may include:

- Failure to demonstrate integrity and truthfulness
- Criminal behavior
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- Unethical professional conduct
- Failure to respond to faculty and program requirements and notices in a timely manner
- Disregard for the dignity, rights and property of others
- Pattern of aggressive and abusive behavior to colleagues, clients or faculty

Faculty will notify the Program Director of these occurrences. The case will be reviewed and student notified of the action taken.

STUDENT FEEDBACK

University Course Evaluations:

The University uses an online course evaluation system. Approximately three weeks before the end of the semester students will receive an email notice containing directions for accessing the online course evaluation system to complete evaluations on courses in which they have been enrolled that semester. Submission of a course evaluation is anonymous, and every effort should be made to provide feedback on the quality of the instruction received and the effectiveness of the faculty. Student feedback is important and appreciated.

Course Summaries:

Student course summary forms are utilized by faculty in this course to obtain feedback from students on the components of the course and its delivery; it is not an evaluation of the faculty. A link to complete the student course summary form online and anonymously through an online survey system will be posted to the Blackboard course site, where instructions for completion and submission of the survey will be provided.

BLACKBOARD RULES OF ETIQUETTE:

The *Blackboard Learning System* offers students a robust set of tools, functions, and features for learning. Blackboard is used by all students enrolled in the course along with faculty. These Rules of Etiquette enable blackboard to remain a robust learning tool. Attention to these rules is expected as a member of this course.

1. Communication posted by one student is visible by all students and professors associated with the course. If you have specific questions or concerns, please e-mail or call your group professor directly. Posting of negative comments and/or opinions are both distracting and annoying to other students not involved in your specific conversation and/or area of concern.

2. A Water Cooler Discussion Group is located under the Discussion Board section of blackboard. This Discussion Group provides an opportunity for students to become acquainted and share experiences. Discussion here should be consistent with information shared over lunch or at the water cooler. This format allows students an opportunity to chat without cluttering other Discussion Groups designed to share information about specific course requirements. Some students like to chat while others prefer to maintain more of a business environment. The Water Cooler Discussion Groups enables an opportunity for both.
3. The amount of time required to access blackboard will be directed by the professor. If group work is in progress, the group will decide (and the professor will approve) how often one must access blackboard to actively participate in group discussions. I have noticed in the past, some students like to comment on blackboard several times a day while others may sign on only once a week or once a month. Please sign on blackboard once a day to pick up announcements from the professor and remain an informed group member. Contact your group professor if this is problematic.
4. It is not acceptable to complain and/or comment about other students on blackboard. Concerns of this nature are to be addressed directly with the professor via e-mail and/or phone. This type of behavior is both offensive to students and counter-productive to achieving course objectives.
5. Course professors teach several courses a semester and may not be on blackboard every day. Professors will post their office hours as well as provide a timeframe for returning course work. Availability may vary between professors when more than one professor is associated with the course. It is not acceptable to complain and/or comment about professors on blackboard. Concerns of this nature are to be addressed directly with the professor via e-mail and/or phone. This type of behavior is both offensive to the professor and counter-productive to achieving course objectives.