

**The Ohio State University
Graduate School
Department of Nursing
Interdisciplinary Healthcare in the Global Community
N609
3 credit hours**

Faculty:

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Office Hours: By appointment

Prerequisites: Completion of N440 or N640 or permission of instructor.

Course Description: This course is designed for the senior undergraduate and graduate students to develop strategies for culturally competent interdisciplinary health-care in selected world communities.

The AACN Essentials of Master's Education for Advanced Nursing Practice (1996) were used to guide course development.

Objectives: At the completion of the course, the student will be able to:

1. identify methods for determining the presence of restricted access to health care for specific populations.
2. apply a community assessment model to selected populations to determine the best approaches to providing health care in underdeveloped areas.
3. identify techniques for enhancing participation in interagency collaboration on global health initiatives.
4. enhance cultural sensitivity and competency when delivering health care with indigenous professional and nonprofessional providers.
5. determine the best methods for data management in the absence of modern IT resources.
6. begin operationalization of steps to build sustainable projects for delivering health care in underdeveloped areas.
7. implement strategies for maintenance of personal and programmatic safety in stressed environments.

Carmen Online Technical Information:

Web-based components of this course will use The Ohio State University's course management system, **Carmen**. Access to this course will require a username and password. Access NXXX at: <https://carmen.osu.edu> (the same password used to enroll for classes at the Registrar's website). Carmen requires the use of your UNIVERSITY login and password. Information concerning your University email and login account can be found at <https://acctmgt.service.ohio-state.edu/>. As part of Carmen, your homepage after you log in will reflect all courses that you are taking across the University. 24 hour technical support can be reached at: **Carmen/TELR - Phone:** 614-688-4357 (688-HELP) or through the Carmen Help Web page at: <https://telr.osu.edu/carmen/help/index.htm>

Course content will be available via Carmen.
Grades will be posted via Carmen.

Conduct of the Course:

This course will be taught in a seminar format with asynchronous discussion boards for review and analysis of course material. All students are expected to participate in discussions both online and in class. The Course Head will post weekly discussion questions based on readings. Course participants are strongly encouraged to find relevant evidence based information from the literature to expand on the basic readings. It is expected that the student will spend a minimum of nine hours (3 hours per credit per week) for preparation, discussion and paper preparation for this course.

The following are required components of the course:

- ◆ Journal self-reflection—one entry a week. Submitted electronically to your BLOG area on the CARMEN course site. Guidelines for Journal self-reflection: The blog entries can be marked “private” in which case only you and the instructor will see them or Public in which case the blog will be shared with your class mates. It is your choice on any given week to mark how the Blog will be posted. *The blog should be posted by MONDAY at 9 PM each week. That will give you the time to consider the issues and do some thinking about how those issues affect you as a professional and as a person.*

◆

Among the many characteristics of a seasoned professional, the ability to know oneself is a foundational skill. Self reflection, done honestly, introspectively and regularly promotes growth and development as a life-long practice. Reflection is never finished. Like yoga and exercise, it takes practice but provides huge rewards in your overall health. This quarter we will introduce you to this practice and spend some time polishing your skills in the discipline.

Here's how to begin:

Each time you have class or read for an assignment, take a few moments to think back on the experience and select something that was meaningful for you. It may be a “feel good” time, or it may be a “feel terrible” time. WRITE IT DOWN. Then reflect on

what you have written. See if it truly represents your reactions. Revise it as appropriate. Describe the incident, your feelings, others reactions to the circumstances and your response and how you felt about the responses.

Each week someone in the class may be asked to present their stories. The purpose of this exercise is to establish the practice of reflection and to enhance your skills in listening to your peers and stimulating growth in personal and other professionals' practice. It is not a therapy session, but rather a method to help you become a better professional. It is actually an ancient technique, begun by Plato and Socrates with their students- so you are in good company.

Discussion Board:

Each week there is a discussion board posted. This is *different than the blog entry*. There are questions posted to focus the thoughts and responses. You are required to post each week by MONDAY at 9 PM. Your colleagues will then be able to read your thoughts on the questions and engage in a discussion. Remember that it is essential for you to not just post but also to read what's on the discussion board so that there is a dialogue on important issues.

Texts and Web Sites:

It is this professor's opinion that the texts and websites used for the course are a matter of personal preference. Texts and websites are suggested so that your understanding of the issues is enhanced. However, should you find other sources that are helpful, you are encouraged to use them and also to communicate what you are reading to your colleagues.

Strongly Suggested Resources

State of the World's Children – 2006 <http://www.unicef.org/sowc06/>

Holtz, C. (2008). *Global health care: Issues and policies*. Sudbury, MA: Jones and Bartlett.

Kidder, T (2004). *Mountains beyond mountains*. New York, Random House.

Purnell, L. (2005). *Culturally competent health care* (2nd ed). Philadelphia, FA Davis

World Health Organization- <http://www.who.int/en/>

Health and Human Services- www.globalhealth.gov/

Bill and Melinda Gates Foundation- www.gatesfoundation.org/global-health

Henry J. Kaiser Foundation- globalhealth.kff.org

Suggested Texts:

deChesnay, M., Anderson, B. (2008). *Caring for the vulnerable: Perspectives in nursing theory, practice and research*. Sudbury, MA: Jones and Bartlett

Werner, D. (2006). *Where there is no doctor; A village health care handbook*. Berkley, CA, The Hesperian Foundation

Evaluation:

Student Participation (Including self reflection journal and discussion board posting)	25%
Community Assessment Report	25%
Student Led Discussion	10%
Strategy paper for health care in an access restricted Global site	25%
Annotated Bibliography	15%

1. Student participation –25%

Students are expected to participate in the reflective journaling exercise. The reflective practice is a method for monitoring your feelings and emotions about the topics. The quality of the reflections will be graded on the following basis:

- Use of the reading material as a basis for the issue discussed
- Relevance of the issue to that week's topic
- Realistic exploration of issues raised
- Realistic assessment of personal ethics and cultural perspectives on the issues discussed

The Discussion Board is based more on a discussion of the evidence base and the material that you are reading for the week's class. The quality of the posting will be based on:

- Use of material in addition to the text's discussion of issues we discuss in class
- Relevance of the material to practical development of practice in under resourced areas
- Accurate application of population statistics and global monitoring organizations (like WHO, UNICEF, etc.) to the topic
- Use of material from published research in the area

2. Community Assessment Report-25%

The student or group of students (depending on the size of the class) will select a particular community that fits the criteria of underdeveloped and access restricted for health care. The paper will demonstrate how the student(s) will apply a community assessment model to this community and determine the best strategy for providing health care to that community. (Due week 6)

3. Student Lead Discussion-15%

Each week a student will be responsible for leading the class discussion on the topic cited in the syllabus. A sign-up sheet will be posted on Carmen for this assignment and should be completed by the class in Week One. This will mean developing discussion questions to guide the class in its consideration of the issue. Dr. Barker will help with the moderation, but if you have any articles that you would like your classmates to read it should be posted by the Monday before the class. If you need help in posting a PDF please contact Dr. Barker and she will help you.

Evaluation of the session will be based on:

Appropriateness of the material

Flow of the discussion

Creative methods for stimulating the discussion

Posting a summary of the discussion's main points for your colleagues on your discussion board.

4. **Strategy Paper- 25%**

The strategy paper will be developed by a student or group of students (depending on the size of the class) and will outline the strategies for implementing a sustainable health care presence for the population assessed in the Community Assessment Report.

(Due Week 7)

4. **Annotated Bibliography-15%**

Each week, the student or group of students will find a current article from the literature (evidence base is preferred but may not be possible) that talks about a Global Health issue that is relevant to issues of Global Healthcare delivery, policy or culturally competent strategies for a particular population. This article and the annotation will be posted WEEKLY on the Carmen site. There will be a required total of nine articles in your annotated bib. That means that you are responsible for posting ONE article and your annotation per week for each week of the course.

Annotation should include:

Citation

Brief synopsis of the content of the article

Your analysis of the value of the article

What area within the context of Global Health that this article might be useful

Total length of submission is NO MORE than one page per article.

Grade Equivalents:

Grades will be assigned according to the standard:

A=94-100%	B-=80-82%	D+=67-69%
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A-=90-93%	C+=77-79%	D=60-66%
B+=87-89%	C=73-76%	E=59% or below
B=83-86%	C-=70-72%	

Academic and Professional Misconduct:

1. Students are subject to the "Code of Student Conduct" as stated in the OSU Student Handbook.
2. All written work must be original and not done in collaboration with another student unless there is a group project specified by the course head
3. Content used in papers from any source other than the student's own work must be cited using the format outlined in the 5^h ed. of the APA manual.

Failure to follow course policies may result in investigation by the University Committee on Academic Misconduct.

Turnitin.com

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Students with Disabilities:

Students requesting accommodation for disability for classroom needs are responsible for notifying the Course Head by the end of the **first week** of the quarter to discuss specific needs. Self-identification is the only way to assure that the faculty member can make the appropriate accommodation. Students should provide a letter from the Office for Disability Services (150 Pomerene Hall, 1760 Neil Avenue; (614) 292-3307; TDD: (614) 292-0901) to verify the disability. Students needing accommodation for temporary physical disabilities or health related reasons should contact the Course Head in order to discuss placement options. Students must be able to perform all job functions as required by the clinical placement site. Students may be asked to provide the Course Head with a letter from their physician indicating physical restrictions or limitations.

Cell Phone and E-transmission Policy

The use of cell phones is prohibited during class/seminar/clinical with the exception of break times. Students who need to have a cell phone on for emergency purposes should discuss the issue with the designated faculty course head. Students found in violation of this policy should be aware faculty has the option of lowering the course grade and/or reporting the violation to the academic/professional misconduct committee chair. Taking pictures of the College of

Nursing/College of Nursing property, clinical sites, and patients using ANY device are prohibited without the written consent of the institution and all parties involved.

Please be aware that electronic transmission of data related to patient specific identifiers and student to student health information obtained in physical assessment labs with student identifiers is a violation of HIPAA.

Course Outline

Week 1 Introduction to Global Health: Millennium Development Goals (MDG) Is Health a Human Right or a Privilege?

Holtz : Read the Introduction

Review the following webpages: <http://www.un.org/millenniumgoals/>
www.who.int/mdg/background/en/index.html

There are multiple tabs. Review each page. In your reflection journal, reflect on what jumped out to you as you read them. Why do you think this was something that struck you? How is this related to your professional goals? On the discussion board, post your thought about how these goals are going to affect the world economy. What about health care for global populations. Finally, take a stand on why you believe that health care is a human right OR take a stand on why health care is a privilege. There is NO “right answer” your answer should be thoughtfully and logically composed and posted. Respond to the opinions of the other members of the class with constructive and well reasoned entries. Remember that we are not here to post personal attacks of others’ beliefs, but rather to wrestle with a complex issue and think about points of view that may be different from your own.

Suggested Reading:

deChesnay and Anderson, Unit 1 Concepts

Purnell Chapter 1 The Purnell Model

World Health Organization Preventing Chronic Diseases (free download)

http://books.google.com/books?id=F1yj1OloKkEC&dq=global+health+issues&printsec=frontcover&source=in&hl=en&ei=0NFcSq6jKuCFmQfRi8XdDQ&sa=X&oi=book_result&ct=result&resnum=11

Week 2 Determinants of Global Public Health

Holtz: Chapters 1,2,3,4

In your reflection Journal, comment on what struck you most about the differences in the Global Health Issues for the developed countries and those for the Developing Countries.

For the Discussion Board: Choose a perspective on Politics and Global Health as it was discussed in the text. Does that perspective align with your professional perspective as a health

care worker? What public policies are helpful in your professional work? What policies hinder your work? What would you change? What resources would you need to gather in order to change? What Change Model might you use?

What response do you have for Kidder's assertion that Farmer is dissatisfied with the way global health is managed today? How does this fit with your decision about the right vs. privilege we discussed last week?

Week 3 Community Assessment Models for Global Communities

Holtz: Chapters 20, 21

In your reflection Journal comment on what issues reading about the perspectives described in Panama and the Philippines arose in your mind. Were these issues you'd not thought about before or did they confirm beliefs that you already had? How do these issues affect your perspective on being a health worker?

For the Discussion Board: Pretend that you have been given the task of developing a global health project for a remote native village in the Aleutian Islands. The population of this village is 550. There are about 20 people over 60, and 100 children of varying ages. The rest are adults. There is a one room school and a general store. There are no internet or cell phone connections to the village. There is short wave radio. There is electricity and water to the homes. Sewage is via septic system. The people speak their native dialect and some English. There is once every two month delivery of supplies and a once a week mail delivery in the summer only. What model would you use for a community assessment? What information would be important to gather? How does that fit into the model? Why is a community assessment model important for health care workers to do? *This exercise is to give you some practice for the papers that you will be developing for the course. It can be an annotated outline format so that you will have a guide for the more formal papers you will submit later in the course.*

Week 4 International organizations working in health

Holtz: Read two chapters in Section II that interest you

Peruse the following websites plus two additional ones of your choice when you have performed a search using the key words "Global Health"

www.GlobalHealth.gov, www.gatesfoundation.org/GlobalHealth,
www.usaid.gov/our_work/global_health

Reflection Journal: Of the agencies you read about, which ones hold an attraction for you? What elements want to make you join your talents with theirs?

Discussion Board: What was most impressive about the perspectives you reviewed in the text's readings? Why were they interesting to you. What difference do they make? What have you noticed about the commonalities of the web sites? What are the unique spins of each site? What kind of funding supports these sites? How is the funding distributed? What are

the differences in the administrative budgets of these organizations? Does most of the money go to projects? Salaries? Lobbying? Is it possible to find out?

Suggested Reading: deChesnay and Anderson Chapter 45: Global Nursing Migration; Issues in Social Justice and Vulnerability; Finish Mountains Beyond Mountains

Week 5 Social and Cultural Determinants of Health

Holtz: Chapters 8,16,17,18

For your reflections this week, look back at your own heritage. What are the cultural determinates of health with which you were raised? How have they affected your view of health? The use of Medications? The kind of health care practitioner whom you elect to visit?

For the discussion board, post the one issue in the reading that was most important to you. Look at the issues your colleagues raise. Are there commonalities? Where are the differences? Since we're mostly residents of the U.S and the mid west, are there regional influences that you can identify? Are there regional conflicts that you can identify?

Farmer calls his population "poor people" even though the populations doesn't call themselves that- what's your response to his label in the context of our discussion this week?

Week 6 Strategies for Building a Sustainable Outreach to Underserved Communities Including Data Management in an Underdeveloped Environment

Holtz: Chapter 5, 6

<http://www.who.int/csr/ihr/en/>

Peruse the report on the legal issues surrounding International Health Regulations. (*A Safer Future: Global Health Security in the 21st century*)

How do these regulations affect your role as a health care provider in the global community? What ethical issues arise in attempting to establish a sustainable global health outreach? How does interdisciplinary and international collaboration affect the establishment of such an outreach? Speak to these issues both from the perspective of your chosen profession and the contribution of other professions with which you may collaborate.

Reflective Journal: Take stock of the reflections that you have journaled about thus far. Have your views about your role as a professional health care provider in the global community changed? Why? Or Why not? Are the insights you have gained surprising to you? Why or why not?

Week 7 Principles of Cultural Sensitivity as Applied to Underserved Global Communities

Holtz: Chapter 19, 22

Purnell Choose three populations that are described in the book. Why did you choose these communities/ What have you learned about them?

For your Reflective Journal take stock of the reflections that you have journaled about thus far. Have your views about your role as a professional health care provider in the global community changed? Why? Or Why not? Are the insights you have gained surprising to you? Why or why not?

Discussion Board: What is the concept of praxis and how does it affect your learning in this course? What is the real meaning of cultural competency? Is that different than cultural sensitivity? Why? How will you communicate this skill to others who may be going on a global health mission with you? What about the patient group for whom you will be caring? How will you know if your perceived skill is really making a positive difference?

Week 8 Globalization: Economics and Health Workforce issues

Read: <http://www.who.int/mediacentre/factsheets/fs302/en/print.html>
<http://www.who.int/healthinfo/bodestimates/en/index.html>
<http://www.who.int/classifications/en/>
www.worldbank.org/hnp
www.usaid.gov/our_work/global_health

For your Reflective Journal: What issues about the global shortage of health workers made the largest impact on your thinking? Why? How do you feel about the whole issue of health care and global burden of disease and distribution of health workers? How might you choose to act on those feelings?

For the Discussion Board: What does the concept of Global Burden of Disease really mean? Why is the World Bank involved? What effect does the World Bank have on global health? What about USAID? What does it do and what impact does it have on global health? What are the major issues that you see in global health care worker effectiveness?

Week 9 Strategies for Strengthening Interdisciplinary Participation in Global Health Projects

Holtz: Chapters 7, 9, 13 (Or if you have already selected these for a previous assignment in week 4, then select two other unread chapters in that section to read)

Kidder Chapter 26 and Afterward

For your Reflective Journal: What strikes you about the value of interdisciplinary participation in global health care? Should one profession be “in charge”? Is that more effective and efficient? If so, why and how are outcomes determined? If not, than how does one design a

project where there is the most effective use of the talents and expertise of the collaborating professions? How are outcomes determined in this case?

For the Discussion Board: Post an Executive Summary of your Community Assessment for your colleagues to read. Respond to issues that they raise after reading your assessment

Week 10 Wrap Up and Synthesis of Issues in Healthcare in the Global Communities

Look at the Millennium Development Goals again. Has anything changed in your response to those goals? Post an executive summary of your cultural sensitivity guidelines and your strategy paper for your colleagues to read. Discussion will be about their responses to what is posted.