UNIVERSITY OF SOUTH CAROLINA

COLLEGE OF NURSING

2015

Course Number    NURS 398
Course Title    Nursing and healthcare in London
Pre- or Co-requisites    None
Placement in Curriculum    Open to any lower or upper division nursing student
Credit Allotment    3 credit hours
Course Schedule    May 9-13th, Mon-Fri, time and location TBD
Travel May 14-21st (tentative)
May 23-27th Mon-Fri
Faculty    Amber Williams, DNP APRN FNP
Office: Hubbard Hall 119, 803-313-7135
proctora@mailbox.sc.edu
Courtney Catledge, DNP APRN FNP
Office: Hubbard Hall 234, 803-313-7459
catledge@mailbox.sc.edu

Course Overview    An in-depth study and comparison of the evolution of nursing, nurse roles, education, culture, and the healthcare system in London England.
Learning Outcomes    Upon successful completion of this course, students will be able to:

1. Describe the history of nursing as a science / discipline.
2. Discuss the influence of Florence Nightingale on the nursing profession.

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3. Discuss the educational preparation of nurses in London and compare with that in the USA.

4. Compare the culture in London with that of the USA and its influence on education and healthcare

5. Compare and contrast the healthcare system in London with that of the USA

**Teaching Methods**
Lecture, discussion, independent research / reading assignments, travel, presentations

**Student-Professor Interactions**: The students will attend the professor’s lectures in class / online and will interact with the professor through the daily discussion board (the professor will prepare prompts and post comments to student postings). The professor will also provide feedback on students’ discussion board postings, assignments and projects using grading rubrics (rubrics will be posted on Blackboard).

**Student-Student Interactions**: Students will comment on each other’s discussion board postings (3 responses per discussion), and final projects (4 responses). These responses are required assignments and will be graded by the professor using rubrics (to be posted on Blackboard).

**Student-Content Interactions**: Students will engage with course content by completing reading assignments; viewing lectures; writing discussion board postings in response to questions about the reading that synthesize their reflections about the reading and case studies with material learned in lecture, discussion and case studies; completing written assignments, reflections and personal goals written assignments.

**Learning Resources**
Electronic databases, Textbook, Blackboard Course Information system, the internet, and EF Tours website.

**Evaluation Methods**
1. Daily log of activities while traveling 20%
2. Photo-journal of London + presentation 20%
3. Comparative paper 30%
4. Discussion / participation / debate 20%
5. Deportment 10%

**Blackboard Group Discussions**: You will be required to post to our class discussion board in assignments. Questions will be posted for students to respond to. Since this course has online components, your attendance will be monitored through your participation in the group discussions. Failure to regularly participate in the discussion boards will negatively affect your grade. Please contact me early in the semester if you think you will have difficulty completing the requirements of the course.
Discussion Board Grading Criteria
Since the main discussion in this course takes place online in an asynchronous manner, it is important that you take the time to respond carefully and thoughtfully to the discussion questions and then to read your classmates’ answers and respond to them. Careful reflection will help you to engage with the texts in a deeper manner and develop your thoughts about them. When composing replies, you can also consider the following:
- provide an alternative perspective
- share stories about your own experiences
- ask questions to further the discussion
- post additional resources (websites, books, articles)
- discuss why you agree or disagree with something (remember to stay courteous as you do so!)
The grading rubric for discussion board posts and replies will be posted on Blackboard.

Rounding Policy  The final course grade will be rounded in accordance with the CON Policy on Rounding of Grades for Undergraduate Courses. All clinical grades are Pass or Fail. All grades will be recorded to the hundredth (two decimal points). The final course grade will be rounded after a 75% has been achieved in the didactic and application are according to the following rubric: 0.01 to 0.50 rounds down to the nearest whole number, for example, 79.50 equals 79 and 0.51 to 0.99 rounds up to the nearest whole number, for example, 79.51 equals 80.

If a test booklet is taken by a student a zero (0) will be received on the test and a performance evaluation will be completed which will go in the student’s permanent record (adopted 5/6/13)

Grading Scale  For undergraduate courses, the scale is A = 92-100; B+ = 90-91; B = 83-89; C+ = 81-82; C = 75-80; D+ = 73-74; D = 70-72; and F = 69 and below.

Late Assignments  Late assignments will be assessed a 10 point penalty per day/assignment unless an extenuating circumstance is recognized at faculty’s discretion prior to assignment being due. All assignments in this course are to be completed prior to receiving a grade for the course. If an assignment has not been completed by the end of the semester, this could result in a course failure.

HIPAA Violations:  Any assignment containing a HIPAA violation will be assessed a 10 point penalty.

Required Textbooks/Supplies/Materials  None

Recommended Textbooks/Supplies/Materials  Assigned readings
Notes on Nursing.

University and College Attendance Policy for On-Line Undergraduate Courses
Students are expected to log into the course daily to read announcements, access course content in Course Weekly Guides, participate in interactive online learning activities. Unsatisfactory class attendance may be considered adequate reason by the instructor for requesting the student to withdraw from the course. (Refer to the most current edition of the USC Undergraduate Bulletin, current College Undergraduate Student Handbook).

USC College of Nursing’s Core Values  All students are expected to adhere to the Core Values throughout all portions of this course-clinical, didactic, simulation lab, extrinsic, etc. These tenets represent key concepts that guide the students, faculty, and administration of the College of Nursing and we all strive to represent them while in the community and during interactions with each other. The Core Values are as follows:

  Leadership – Empowering others to achieve a collaborative vision.

  Professionalism – Congruence of competency, engagement, and ethical behaviors.

  Respect – Recognizing the inherent worth of others.

  Integrity – Upholding honesty and promoting trustworthiness.

  Caring – Perpetuation of an atmosphere of compassion, empathy, and kindness.

  Excellence – The relentless pursuit of quality in research, teaching, service, and practice.

  Innovation – Cultivating flexibility, creativity, and adaptability. (8/19/09)

Online/Electronic Communication Guidelines
Course related communication with faculty and class members is considered professional communication. When posting messages on the course discussion boards or sending class related email messages to your classmates or instructors, please follow these guidelines:

  • Always include a concise and descriptive subject line.
  • Always start your message with an appropriate salutation or greeting.

Revised to meet QM and ADA requirements 7/21/14
Be mindful of the tone of your message. Do not post or send messages when you are angry or upset.

Do not type messages in ALL CAPS as it can be perceived as shouting.

Use complete sentences and correct grammar, spelling and punctuation.

Carefully review your messages before posting to the discussion board or sending by email.

Always sign your messages using your first and last name to avoid any uncertainty about the author. An email address is not always sufficient to identify the sender.

Courses with required online discussions may have additional rules pertaining to participation and academic rigor.

**Minimal Expectations for Technical Skills**

Students are expected to be able to:

- Create and edit documents using Microsoft Word, Excel and PowerPoint
- Send and receive email messages with file attachments.
- Navigate the Internet and use search engines.
- Upload and download files from Blackboard and other sites as directed by course instructor(s).
- Learn additional technical skills following instructions provided by course instructor(s)

**Students with Disabilities**  The USC College of Nursing is committed to providing reasonable accommodations for Students with disabilities. Students with disabilities must contact the Office of Student Disability Services prior to or early in their program to determine if reasonable accommodations will be provided. The following is a link to the Office of Student Disability Services website (http://www.sa.sc.edu/sds/). Students with disabilities must be able to continuously meet the core performance standards and functional abilities established to ensure that the objectives of the nursing program are met.

**Academic Support Services**  Students who have difficulties with the course content or assignments should contact the course instructor for advice on improving their performance. They can also seek academic support from the Student Success Center. The main office of the SSC is located at the Thomas Cooper Library and their contact information is posted at the Student Success Center website (http://www.sa.sc.edu/ssc/). The SSC provides a variety of services to help students succeed academically.
Students who need assistance with writing can receive assistance from the USC Writing Center. Contact information and hours of operation are posted on the Writing Center website (http://artsandsciences.sc.edu/write/university-writing-center)

Student Support Services  The Division of Student Affairs and Academic Support offers a wide range of services to enhance student experience and support academic success. To learn more about available opportunities and to access the services, visit the SAAS Programs & Services web page (http://www.sa.sc.edu/about/programs/).

Statement of Academic Responsibility  "It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline."  (USC Bulletins, Carolina Community, College of Nursing Student Handbooks)

Professional Behaviors  As students’ progress through the curriculum, they are preparing for transition into professional life. Some behaviors expected in the classroom setting parallel many behaviors expected in the work place. Classroom behaviors include; has prompt attendance, notifies professor when unable to attend class, completes reading assignments before class, makes appropriate verbal contribution to class, and maintains appropriate demeanor during class for example: remains in classroom until class is dismissed, returns from breaks on time, stays awake in class, refrains from having side conversations, attends to speaker during class time, and allows others to hear and learn. These behaviors are listed in the College of Nursing Undergraduate Student Handbook.

Student Code of Conduct on Disruptive Activity (Revised 6/23/05):  The University policies on disruptive activity and misuse of telephones and other communications technology as described in the Student Code of Conduct in Carolina Community" are as follows (See Carolina Community for full description of Student Code of Conduct):

5.18. Disruptive Activity:  No person or organization may interfere with, disrupt normal activity and operations of, or promote the interference or disruption of students, faculty, administration, staff, or the educational mission of the University, or of the University or its buildings, equipment or facilities. Any form of expression that materially interferes with such activities and operations or invades the rights of persons may be proscribed or prohibited. Noncompliance with reasonable time, place, or manner restrictions on expression is considered a violation of this section. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor’s or
presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program.

5.19. Misuse of Telephones and/or other Communication Technology: No student shall misuse or abuse, or assist in the misuse or abuse of communication equipment at the University. Such activity includes, but is not limited to, using any form of communication equipment to harass or threaten any person or persons, or using any form of communication equipment to disrupt the normal operations or activities or any person, organization, or the University. Communication equipment includes, but is not limited to, electronic mail, pagers, voice mail, computers, printer, etc. Cell phones and pagers must be turned off or to silent operation during class.

Students found in violation of the student code of conduct will be sanctioned in the following manner:

1st violation: written warning

2nd violation: dismissal from the class & report filed with the Office of Student Judicial Programs

Student Counseling for Negative Behavior Pattern
Purpose: To track and reduce incidence of negative behavior patterns across semesters in undergraduate students and to require student accountability for professional behavior patterns across semesters.

If a student engages in disruptive activities or exhibits behavior that does not conform to the professional behavior requirements of a clinical course, the student will be counseled regarding their behavior by their Clinical Instructor. During the counseling meeting, a STAR Counseling Form will be initiated to outline the problem behavior and the expected behaviors that the student must exhibit until the end of the clinical course in order to pass the course. The counseling form will be signed by Clinical Instructor and the student. The form will be given to the Course Coordinator and placed in the student's file.

The Associate Dean for Academics and the Director of Student Affairs will be notified of the STAR Counseling Form completion and the problem behavior by the Course Coordinator of Record. The Associate Dean for Academics and the Director of Student Affairs will then track the student over the present and future semesters for repeated negative behavior patterns.

Once the Associate Dean for Academics is aware that a student is developing a negative behavior pattern i.e. has two or more counseling notes in their student file, the
Associate Dean for Academics will meet with the student to place the student on professional probation and will issue a counseling note explaining expected professional behaviors which will remain with the student for the remainder of their undergraduate tenure at the USC CON. If the student continues to exhibit unprofessional / negative behaviors, the consequences include dismissal from the nursing program.

Approved: December 2, 2013

**Blackboard (Revised 4/28/14)** A significant amount of course material is available only on Blackboard. You are responsible for accessing this material and using it appropriately. Detailed instructions on accessing Blackboard are available at [Getting Started with Blackboard Page](http://www.uts.sc.edu/academic/blackboard/getstarted.shtml). Once you have followed these instructions and have obtained your username and password, you may access your Blackboard account at the [Blackboard Login Page](http://blackboard.sc.edu). Your login will take you to a screen with a listing of all the courses in which you are enrolled.

If you experience problems logging into Blackboard, may contact the Service Desk at the University Technology Services by phone at 803-777-1800, Monday-Friday, 8 a.m. - 6 p.m. or send an email to bbsupport@sc.edu. After hours or on weekends, you may request assistance by sending an email to bbsupport@sc.edu or servicedesk@sc.edu. Please use your official University email account when sending requests for technical assistance.

Once you’ve logged on to your course, you can access the complete documentation for Blackboard by clicking on Help on the main course menu.
### Topical Outline or Class Schedule or both

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>May 9</td>
<td>History and evolution of nursing; Florence Nightingale</td>
<td>Readings</td>
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<td></td>
<td></td>
<td></td>
<td>Discussion</td>
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<td>2</td>
<td>May 10</td>
<td>Educational preparation of nurses, nurse roles</td>
<td>Readings</td>
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<td></td>
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<td></td>
<td>Discussion</td>
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<tr>
<td>3</td>
<td>May 11</td>
<td>Cultural impact on education and healthcare</td>
<td>Readings</td>
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<td></td>
<td></td>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td>4</td>
<td>May 12</td>
<td>Healthcare systems and healthcare delivery</td>
<td>Readings</td>
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<td></td>
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<td></td>
<td>Discussion</td>
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<tr>
<td>5</td>
<td>May 13</td>
<td>Prepare to travel</td>
<td>Comparative paper part 1 due</td>
</tr>
<tr>
<td>6-10</td>
<td>May 14-21</td>
<td>Travel in London England – see itinerary for daily schedule</td>
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<tr>
<td>11</td>
<td>May 23</td>
<td>Reflections on travel</td>
<td>Travel log due</td>
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<td>12</td>
<td>May 24</td>
<td>Debate / discussion</td>
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<tr>
<td>13</td>
<td>May 25</td>
<td>Presentations</td>
<td>comparative paper due</td>
</tr>
<tr>
<td>14</td>
<td>May 26</td>
<td>Presentations</td>
<td>Photo-journals due</td>
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</tbody>
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### Grading criteria for assignments:

**Deportment:**

5 On time for all group outings and accountable for personal possessions

5 Does not put group, group members, or self in danger

___/ 10 TOTAL

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Daily log / journal while traveling:

5 Statement of personal objectives that you wish to achieve related to education, culture, healthcare system, or nursing practice.

15 Daily experiences and observations. Include your thoughts, feelings, and reflections. A minimum of one entry daily.

10 State how your experience(s) may or may not have changed the way you think and nursing practice, culture, nursing education, or healthcare delivery.

_____ / 20 TOTAL

Discussion / Participation / Debate:

10 online discussion criteria are explained on p2-3 of this syllabus. Refer to blackboard discussion criteria. Face-to-face discussion: each student must participate verbally with comments, questions, evidence, support, alternative view, etc. at least 3 times for each topic.

10 debate: after returning from London, class discussion will be a debate where you will state your position on an issue discussed / investigated / experienced in the course. Evidence from at least 2 supporting documents / experiences must be presented with your position. A collegial rebuttal needs to offer at least 2 opposing documents / experiences.

_____ /20 TOTAL

Comparative paper grading criteria: each student will choose a topic to compare. Topics covered include nursing practice, nursing education, healthcare delivery system, culture. Compare the merits of one topic between the US and London, England.

10 APA format

30 Part 1: At least one page stating what is being compared, why, and beginning evidence for each side. Include an outline / framework of your plan as an appendix

60 Completion of paper turned in after travel in APA format. At least 3 pages plus references

_____ /100 TOTAL

Revised to meet QM and ADA requirements 7/21/14