

MESSIAH COLLEGE
School of Health and Natural Sciences
Department of Nursing
J-Term, 2020
NURS 495 Senior Practicum in Thailand

COURSE TITLE: Senior Practicum in Thailand

COURSE NUMBER: NURS 495 CNX

CLINICAL EXPERIENCE: 80 clinical hours

NUMBER OF CREDITS: 3 credits
(1 credit didactic; 2 credits clinical)

CLASS HOURS: Debriefing & Seminar Discussion
4-6 hours/week (e.g. 1-2 hour evening sessions) for a
total of 12 hours

LOCATION: Chiang Mai, Thailand

PRE-REQUISITES: NURS 405, NURS 410 & 411

METHODS OF EVALUATION:

FACULTY:
Mel Seitz, Ph.D., RNC-OB

Class & discussion participation,
preparatory reading quizzes on Canvas;
quality of reflective journal documenting
objectives achievement; ELI Assessment
Rubric; group activities, and quality of
written requirements for ELI and cross-
cultural component.

COURSE DESCRIPTION:

This course is the designated Experiential Learning Initiative (ELI) for the major. Students will focus on the development of clinical decision-making skills and refinement of clinical coordinating behaviors with groups of patients in an international setting. The course will provide opportunities for students to synthesize theoretical knowledge, clinical skills, nursing process, and professional role behaviors in an experiential practicum setting.

OVERVIEW OF THE COURSE:

This clinical nursing course (NURS 495) offered in January term of the senior year builds upon clinical knowledge acquired throughout the curriculum. The course provides a concentrated clinical experience in an international setting specifically Chiang Mai, Thailand. Teaching strategies include cross-cultural principles and helping students analyze the process of making clinical judgments. Discussions will allow students to analyze and evaluate the principles, multiple issues, and situations that affect clinical decision making in nursing, national, and international health care particularly the Thai community.

For NURS 495 CNX, the clinical experience is set at Nakornping Hospital and the local community of Chiang Mai, Thailand. Students will spend a total of 80 hours in the clinical setting assessing, planning, and implementing nursing care and evaluating the outcomes of that care. Throughout the course, students will sharpen their insights into global health issues and cross-cultural understanding. As an ELI designated course, students will use a systematic process as they synthesize, reflect on, connect to, and articulate the value of experiential learning personally and professionally.

COURSE and CURRICULAR COMPETENCIES:

These course competencies reflect the curricular competencies and AACN Essentials of Baccalaureate Nursing Education, as well as the ELI and QuEST Cross-Cultural requirements. Please note: not all competencies are met in each individual course, but are met across the curriculum.

At the completion of NURS 495 CNX, the student will demonstrate the following nursing competencies, experiential (ELI) and cross-cultural objectives from a Christian worldview:

Nursing:

1. Critical thinking through the integration of theoretical and empirical knowledge from general education courses and pre-requisite major specific courses.	
	Correlating Course Assignments, Activities, and Measurement Outcomes
<ul style="list-style-type: none"> a. Apply critical thinking to clinical practice in an international setting. b. Identify primary, secondary and tertiary prevention strategies in global health issues. 	<ul style="list-style-type: none"> • Journal • ELI Reflection Questions • Nursing Conference • Clinical experiences • Individual Learning Goals
2. Application of knowledge and skills for leadership, quality improvement, and client safety in all aspects of health care delivery.	
<ul style="list-style-type: none"> a. Compare and contrast practice characteristics between a novice and a proficient practitioner. b. Identify strategies <ul style="list-style-type: none"> i. for clinical skill acquisition that will promote development of proficient practice ii. resolve conflict in practice 	<ul style="list-style-type: none"> • Journal • Debriefing • ELI Reflection Questions • Theory Sessions • Individual Learning Goals
3. Application of research for evidence-based nursing practice.	
<ul style="list-style-type: none"> a. Apply evidence-based practice concepts and interventions in the delivery of culturally appropriate, humble care in an international setting. 	<ul style="list-style-type: none"> • Journal • Debriefing • Clinical experiences
4. Use of knowledge and skills in information management and patient care technology for delivery of quality patient care.	
<ul style="list-style-type: none"> a. Does not apply to this course and setting 	
5. Adherence to healthcare policies, including financial, regulatory, and legal parameters in all aspects of nursing practice.	
<ul style="list-style-type: none"> a. Follow institutional policies at assigned health care facilities, i.e. Nakornping Hospital. b. Explore the impact of socio-cultural, economic, legal and political factors influencing healthcare delivery and practice. 	<ul style="list-style-type: none"> • Journal • Debriefing • Clinical experiences

6. Effective communication and collaboration with patients, families, communities, and other health care professionals for the delivery of high quality and safe patient care, including health promotion, risk reduction, disease prevention, and delivery of effective comprehensive health care services, at the individual and population level.	
<p>a. Demonstrate effective and therapeutic communication with staff, patients, and their families in an international setting with possible language barriers.</p> <p>b. Plus objectives in #2 above</p>	<ul style="list-style-type: none"> • ELI Personal Learning Objectives • Journal
7. Knowledge of local and global health care issues	
<p>a. Identify global health issues to understand global inequality</p> <p>b. Demonstrate increased cross-cultural sensitivity to global health issues</p>	<ul style="list-style-type: none"> • Journal • Participation Evaluation • Nursing Conference • Debriefing
8. Ethical behavior and adherence to the professional values of altruism, autonomy, human dignity, integrity, and social justice	
<p>a. Analyze and integrate knowledge of ethical issues pertinent to global health issues and disparities.</p> <p>b. Demonstrate respect for patients, families, preceptors, and all members of the health care team at Nakornping Hospital.</p>	<ul style="list-style-type: none"> • Journal • Participation Evaluation • ELI Learning Objectives • Debriefing • Nursing Conference
9. At the completion of baccalaureate nursing education, be prepared to practice with patients including individuals, families, groups, communities, and populations across the lifespan an across the continuum of healthcare environments.	
<p>a. Does not apply to this course and setting</p>	

Experiential Learning Initiative:

Objectives	Correlating Course Assignments, Activities, and Measurement Outcomes
1. Articulate transferable skills gained through the ELI experience to a professional context	<ul style="list-style-type: none"> • ELI Personal Learning Goals • Journal • Debriefing • ELI Reflection Questions
2. Describe the meaning of community in the context of (type of experience) and identify ways to engage in/contribute to community in the future	<ul style="list-style-type: none"> • ELI Personal Learning Goals • Journal • Debriefing • ELI Reflection Questions

QuEST Cross Cultural:

Objectives	Correlating Course Assignments, Activities, and Measurement Outcomes
1. Identifying relevant information about the host culture's history, traditions, politics, geography.	<ul style="list-style-type: none"> • Journal • Pre-departure quizzes
2. Identifying at least three facets in which the host culture differs from their own AND identifying at least three facets in which the host culture is similar to their own.	<ul style="list-style-type: none"> • Journal • Debriefing
3. Explaining at least two insights learned about themselves or their own relationships by directly interacting with individuals and groups from the host culture.	<ul style="list-style-type: none"> • Journal • Debriefing

REQUIRED TEXTBOOK & RESOURCES:

Jones, R. (2014). *Culture smart! Thailand: The essential guide to customs and culture*. Great Britain: Kuperard.

Other Resources:

Kwintessential Ltd. (2019). *Kwintessential: Guide to Thailand – Etiquette, Customs, Culture, & Business*. Retrieved from the Kwintessential website at <https://www.kwintessential.co.uk/resources/guides/guide-to-thailand-etiquette-customs-culture-business/>

COURSE REQUIREMENTS

The course will be graded based on participation, quality of personal introspection and self-critique reflected in the journal and on the ELI prompts. Students are required to:

- complete three quizzes prior to departure
- develop two individual learning goals
- keep a daily reflective journal of experiences, document achievement of individual learning goals, and respond to experiential learning journaling guidelines
- complete the ELI reflection questions and outcome and attach their responses to both to their e-Portfolio
- attend all scheduled classes, seminars, and meetings
- actively participate in all discussions, including NURS 495 theory sessions Novice to Expert, Assertive Communication, Personality Types, and Team Building
- attend scheduled clinical experiences, outreach activities, and complete their assigned project/presentation to fulfill 80 total clinical hours
- collaborate with a preceptor and/or Thai faculty as they provide nursing care to patients in selected clinical settings.

ASSIGNMENT DETAILS

Examinations/Quizzes

Students will be tested on the assigned readings with three (3) 10 point on-line quizzes: one about Thai history; one about Thailand today; and one about cross-cultural issues. **Due Monday December 30, 2020 by 6pm. All quizzes must be completed prior to departure.**

Individual Learning Goals (See ELI Guidelines for further details)

One of the goals of the course is for students to identify their own learning needs. For this experience, students will identify and develop two learning goals, one professional development and one community engagement goal, using the SMART goal setting method for clear, measurable goals. Student developed individual learning goals are to be typed as a Word document and submitted via Canvas on **Friday, January 3, 2020 by 11:59pm**. Contact course faculty if assistance is needed with this assignment. Students are expected to achieve an “A” for their developed goals and should be prepared to document achievement of them in their journal.

Journal

An important component of this course is journaling about one’s experience. Students are to keep a daily journal. The daily journal is to be more than a laundry list. It is to highlight key activities of the day, unique observations, and reflections on insights gained as they pertain to the course objectives and student developed learning goals. One important question to reflect on is: “*What was I able to share or do today that was culturally sensitive or appropriate?*” Journal entries should be professional and non-offensive. If concerns arise about the contents of a journal, the faculty leader reserves the right to discuss the concerns with the student and any relevant college personnel. The journal is to be typed as a Word document using Times New Roman font size 12 and single-spaced. Students are expected to post a journal entry daily. The journal should also start with day one of travel (January 2, 2020) because those experiences are part of the adventure you may want to remember! Entries can include pictures. Each entry should be a minimum of half a page not including photos. Daily entries are to be posted on Canvas by 11:59pm. The student’s completed journal is to be submitted via Canvas by **Monday, January 27, 2020 by 11:59pm**.

ELI Outcomes and Reflection Questions (See ELI for further details)

Another important component of this course is ELI Outcomes and Reflection Questions. At the conclusion of the course, students will document the outcome of their individual learning goals by answering the following question: *Did you achieve what you hoped to learn or be able to do, as stated in your learning goals? If so, provide supportive evidence of this. If not, provide rationale for why you did not achieve your goal(s).* Students are to attach their responses to the ELI Outcome question and two ELI Reflection Questions to their ePortfolio. Students are to 1) submit their responses on Canvas, 2) attach their responses to their ePortfolio, and 3) send a link to their ePortfolio to course faculty by **Friday, January 31, 2020 by 11:59pm**.

Discussion/Participation/Service

Students are expected to participate in all group activities including classes, site visits, conferences, service projects, instruction sessions on the participant observation methods, and so on. Students should plan to contribute to group sessions regarding observations and readings. Students are also expected to exhibit sensitive, helpful, courteous behavior to all persons with whom they come in contact.

ASSESSMENT/EVALUATION

Student grades will be based on the following:

Individual Learning Goals (ELI)	10%
3 Quizzes (5% each)	15%
ELI Outcome & Reflection Questions	20%
Discussion/Participation/Service	20%
Journal	20%
Presentation	15%
*Course Evaluation	<u>N/A</u>
	100%

***Students must complete an online course evaluation following their return from the course trip. Failure to submit the evaluation will result in a course grade of incomplete.**

Grade Calculations for Nursing Courses:

Rounding of the final course grade will be at the discretion of the course faculty if the minimum passing examination average was met.

Grading Scale:

A plus/minus grading scale will be used in the required nursing courses. The following equivalencies will be utilized for final course grades:

A	93-100	B-	80-82	D+	68-69
A-	90-92	C+	78-79	D	64-67
B+	87-89	C	<u>75-77</u>	D-	60-63
B	83-86	C-	70-74	F	< 60

The student must earn at least a grade of "C" (75%) in each nursing course in order to continue in the nursing curriculum. A final course grade of C- or below is considered a failure, and students will not be able to progress within the nursing program.

GENERAL CONTENT SCHEDULE:

See Canvas modules for details of the following:

- First Class - Introduction of Novice to Expert Theory
- Second Class - Principles & Practice of Assertive Communication
- Third Class - Myers Briggs Personality Types
- Fourth Class - Team Building

EXPERIENTIAL LEARNING INITIATIVE (ELI)

The experiential learning initiative (ELI) provides opportunities for every student to participate in experiential learning designated to advance their professional development and community engagement. The experiential learning initiative has several parts including learning objectives, learning goals, outcomes, reflection, and career application.

The ELI reflection questions guide students to connect and/or apply their learning to various life situations. The student developed individual learning goals and personal reflective journaling about

one's experience during this course will serve as a guide to students as they complete the experiential learning e-portfolio assignment as a career application.

- **ELI Individual Learning Goals**

Students will design **learning goals** at the beginning of the ELI experience driven by the overarching ELI objectives of meaningful career development and community engagement. Students will develop two personal learning goals in the following categories:

PROFESSIONAL DEVELOPMENT:

Regardless of whether or not your ELI relates explicitly to your career goals, what specific skills do you hope to develop/enhance that would be transferable to your professional goals?

COMMUNITY ENGAGEMENT:

What do you hope to learn about community or do as a member of a community from your experience? "Community" can be understood differently depending on the context of your experience. It could be a local or international community, society at large, the community within Messiah College or another academic context, a professional community within a workplace, organization or field/industry, or a community within a team of individuals.

*** It is recommended that students use the SMART goal setting method:**

Specific - *What exactly is it that I want to learn or accomplish?*

Measurable - *How will I demonstrate that I've learned/accomplished it?*

Achievable - *What steps will I take to learn this?*

Relevance - *How is this related to my personal and professional growth?*

Time bound - *By when will I complete this?*

- **ELI Outcomes**

At the conclusion of the experience, students will document the outcome of their learning goals:

Did you achieve what you hoped to learn or be able to do, as stated in your learning goals? If so, provide supportive evidence of this. If not, provide rationale for why you did not achieve your goal(s).

- **ELI Reflection Questions**

Students participating in an ELI-approved experience must respond to the following reflection questions at the end of the experience:

1. What knowledge and skills were you able to hone or gain in this ELI experience that you could apply within a professional context? Describe and give examples from your ELI experience of at least two transferable skills you gained/honed from the experience. For example, communication (speaking, listening, interpersonal), adaptability, creativity, teamwork, leadership, problem solving, critical thinking, conflict resolution, decision-making, and time management are all valuable, transferable professional skills. Describe how or why skills might benefit you in a professional setting in the future.
2. What did "community" look like in your particular experience and how did your engagement in this experience further shape your understanding of community? AS you

reflect on your experience, what is one specific way you foresee your future self engaging in and contributing to community? Your answer could relate to areas such as: purposeful influence in church and society; the work of reconciling individuals to God, each other and/or creation; or demonstrating the love of God in service to others.

- **Career Application**

A career application is a tangible product that contextualizes the outcomes of an experience in a way that is meaningful and relevant. At the conclusion of the experience, students must practice articulating the transferable skills and competencies gained from the experience that are relevant to an external audience, such as a future employer or graduate program. Career applications can take the following forms:

- Résumé
- Mock Interview
- ePortfolio
- Personal Website
- Video/Digital Story

For NURS 495, responses to the ELI Outcome and Reflection Questions are to be transferred to the ELI template on the student's e-Portfolio.

- **Assessment Rubric for ALL ELI Experiences**

Attached at end of syllabus

POLICIES:

I. HIPPA and Confidentiality:

All students received training on HIPPA and Confidentiality.

II. Written Assignments:

All written assignments are to be typed as Word documents and submitted on Canvas by the due date. See Assignment Details for specific assignment due dates. Late course assignment submissions will receive a grade of zero, unless arrangements have been with course faculty ***prior*** to the due date.

III. Student Conduct:

Messiah College Standards for Student Conduct, as outlined in the Community Covenant and Student Handbook, apply to cross-cultural courses. Should it become necessary to send a student home early because of behavioral problems, the additional expense will be paid by the student. Students also sign a study abroad contract (part of Terra Dotta application) that outlines standards of conduct (expectations on behavior and conduct).

IV. Dress Code:

Modest dress is expected. The Messiah College clinical nursing uniform is to be worn for all clinical experiences. During extra-curricular activities students may wear jeans, shorts, pants, capris etc. ***Shorts must be mid-thigh to knee length.*** No mini-skirts. Jeans/pants cannot be tight. Shirts must cover the chest and stomach. No cleavage can be shown. No spaghetti straps, halter tops, tank tops, sleeveless tops, etc. Short sleeves are allowed. Any student wearing attire felt to be inappropriate will be asked to change into appropriate attire.

V. Students with Disabilities who may Require Accommodation

Messiah College makes reasonable accommodations for students with disabilities who are otherwise qualified to participate in its activities and programs. However, the Americans with Disabilities Act mandating equal access for individuals with disabilities, does not govern accessibility standards in other countries. The College does not discriminate on the basis of disability in admissions for study abroad programs, but is not responsible for assuring accessibility in international locations and cannot guarantee that accommodation will be available. While the College will try to arrange accommodation for special needs, students with disabilities must understand that some international experiences may not be appropriate for them. In order to address this concern, College policy requires students with special needs who require accommodation to self-identify at the time of application for participation in an international experience. These students must notify the Disability Services office of their interest in participating in an international experience and of their need for accommodation. The Director of Disability Services will meet with the student and sponsoring faculty member to determine whether the student's needs can be accommodated.

VI. Alcohol Policy

Messiah College prohibits the manufacture, possession, use, or distribution of illegal drugs and alcohol by all students. It is expected that while students are enrolled in course work including breaks during the academic year (e.g., Thanksgiving, Fall and Spring Breaks), they will not use alcohol or illegal drugs both on and off campus.

EXCEPTIONS:

Students who are legally of-age may responsibly consume alcohol:

1. When they are with their parents or guardians.
2. When the occasion is consistent with celebrations, rituals, or religious traditions (i.e., toasting at weddings, taking communion) (underage students may partake in communion as part of their religious tradition) associated with family or a host family or under the direct guidance and observation of a Messiah College educator as part of an approved cross-cultural course or service/outreach educational experience.

If you have questions concerning the alcohol policy and/or its application to certain situations, you are encouraged to contact the Associate Dean of Students Office. Violation of this policy may result in sanctions ranging from a letter of reprimand to expulsion.

VII. Insurance Policy

The current international travel assistance insurance for which students and faculty pay when they travel abroad specifically excludes liability (i.e. refuses to pay) for losses occurring as a result of certain ultra-hazardous activities. These activities include motorcycle driving, scuba diving, skiing, mountain climbing, sky diving, professional or amateur racing, and piloting an aircraft. The insurance is not intended to cover these activities or others of the like (bungee jumping, flying in private aircraft, etc.). Faculty is not to include such activities in the course curriculum or to otherwise authorize students to participate in them. **All students MUST provide a copy of their health insurance card to the course faculty prior to departure.**

VIII. Academic Integrity

All students and faculty of this course are expected to conform to the Academic Integrity

Policy of Messiah College. To review this policy, click on this link:
https://www.messiah.edu/download/downloads/id/540/Academic_Policies.pdf

TENTATIVE COSTS

I. Total Cost - \$ 5,000

II. Payment Schedule

Payments are handled by the college Business Office and should be deposited into Cross-Cultural Account # 2267.

- Cross-cultural fees will be included as part of regular spring semester billing.
- The required \$200 deposit is due upon acceptance to the cross-cultural course.

III. Refund Policy

Because payments on your behalf are typically made months in advance to travel agencies, airline companies, and assorted accommodations, many payments are non-refundable.

Therefore, if you withdraw from participation in the trip for any reason or are removed from participation by the College, you will forfeit whatever monies cannot be recovered, plus a \$100 handling fee. The exact amount of recovered monies can generally not be established until the trip has been completed.

Assessment Rubric for All ELI Experiences

Student Name: _____ Experience Category: Internship/Practicum Service Learning Off-Campus Prog Leadership Research

***In order for students to successfully fulfill the ELI Requirement, they must obtain at least nine (9) points on this rubric.**

Item evaluated	Dimension & Mapping	Exemplary 4	Proficient 3	Basic 2	Below Basic 1
Reflection Question 1	Professional Development Self-Awareness ULO	Student articulates at least two transferable skills, connecting the demonstration of that skill in the ELI experience to its value as a professional skill. Student demonstrates advanced ability to articulate the value of their transferable skill in a professional context.	Student effectively articulates at least two transferable skills, connecting the demonstration of that skill in the ELI experience to its value as a professional skill.	Student's identification and description of their transferable skills are not adequately connected to the ELI and/or the skill's value in a professional context.	Student does not identify two transferable skills and/or does not connect them to the ELI and a professional context.
Reflection Question 2	Community Engagement Social Responsibility ULO	Student articulates with particular depth, insight, or detail the meaning of community in their ELI context, what s/he learned about community from the experience, and ways they envision engaging in/contributing to community in the future	Student effectively articulates the meaning of community in their ELI context, describes what s/he learned about community from the experience, and identifies at least one way they envision engaging in/contributing to community in the future	Student's response does not adequately connect their description of community to the ELI experience or does not adequately describe one way they envision engaging in/contributing to community in the future	Student does not articulate the meaning of community in their ELI context, or does not describe what s/he learned about community, or does not describe future contributions to community
Career Application	Professional Development Self-awareness ULO	Student demonstrates advanced ability to articulate transferable skills from the ELI and present them compellingly in the career application format	Career application effectively articulates professionally transferable skills gained in the ELI and presents them in a format appropriate to the application type (resume, portfolio, etc.)	Career application either does not effectively articulate professionally transferable skills or does not present them in a format appropriate to the application type (resume, portfolio, etc.)	Career application does not articulate professionally transferable skills, does not present content in a format appropriate to the application type (resume, portfolio, etc.)