

MESSIAH COLLEGE
School of Science, Engineering and Health
Department of Nursing
J-Term, 2019
NSG 495 LUN: Senior Practicum in Zambia

COURSE TITLE:

Senior Practicum in Zambia

LOCATION:

Macha Hospital, Zambia

NUMBER OF CREDITS: 3 credits

PLACEMENT OF COURSE:

J-Term, Senior year

COURSE NUMBER: NSG 495 LUN

CLASS HOURS:

Debriefing and Seminar Discussion
4 – 6 hours/weekly (e.g. 1- 2 hr evening sessions) for 12 hours total.

PREREQUISITES: NURS 410 & 411

CLINICAL EXPERIENCE:

80 hours of day, evening or night clinical, or equivalent, to be arranged with Macha Hospital staff and approved by faculty

METHODS OF EVALUATION:

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

FACULTY RESPONSIBLE:

Wanda Thuma-McDermond, PhD, RN

COURSE DESCRIPTION:

This course *is the designated Experiential Learning Initiative (ELI) for the major*. Students will focus upon the development of clinical decision-making skills, and refinement of clinical coordinating behaviors with groups of patients and staff in a national or 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.

METHODS OF TEACHING:

Group seminar discussion, clinical preceptors, clinical *practicum experiences*, and student/faculty/preceptor conferences.

OVERVIEW OF THE COURSE:

This clinical nursing course (NURS 495) offered in the January term of the senior year builds upon clinical knowledge acquired throughout the curriculum. The NURS 495 (LUN or CRX) course is designed to provide a concentrated clinical experience in an international setting. Didactic teaching strategies include cross-cultural principles, as well as a focus on helping students analyze the process of making clinical judgments. Discussions are designed to enable students to analyze and evaluate the principles, multiple issues, and situations which impact clinical decision making in nursing as well as in national and international health care.

For NURS 495 LUN, the clinical experience is set at Macha Hospital, Choma, Zambia. The course focuses on the care of patient groups in a rural African community. Students will spend approximately 80 hours (days, evenings or nights) in the clinical laboratory setting of Macha Hospital, Zambia, assessing, planning and implementing nursing care, and evaluating the outcomes of nursing care in an international setting. Clinical nurse preceptors will be the Messiah faculty and Zambian nurses as determined by Macha Hospital's Tutors, Chief Nursing Officer, and Medical Director.

Discussions for this aspect of the course are designed to allow students to analyze and evaluate the multiple issues and situations which impact a rural African community. Throughout the course students will sharpen their insights into global health issues and cross-cultural understanding as well as explore careers in international nursing or mission nursing. 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 as it relates 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 that not all competencies are met in each individual course, but are met across the curriculum.

At the completion of NURS 495 LUN, the student will **demonstrate the following competencies** from a Christian worldview:

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. utilize group interactions to examine and analyze clinical decision making in the clinical setting. c. identify primary, secondary and tertiary prevention strategies in global health issues. 	<ul style="list-style-type: none"> • Preparatory reading quizzes • Journal • Clinical experiences • <i>ELI Learning Objectives</i> • <i>ELI Common Reflection Questions</i>
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 the characteristics in practice between a novice and a proficient practitioner. 	<ul style="list-style-type: none"> • Ethnographic interview/final paper • Journal • <i>ELI Learning Objectives</i> • <i>ELI Common Reflection Questions</i>

<p>b. identify the strategies for clinical skill acquisition that will promote development of proficient practice.</p> <p>c. identify strategies to resolve conflict in practice.</p>	
<p>3. Application of research for evidence-based nursing practice.</p>	
<p>a. apply evidence-based practice concepts and interventions in the delivery of culturally appropriate and culturally humble care in an international setting.</p>	<ul style="list-style-type: none"> • Preparatory reading quizzes • <i>ELI Common Reflection Questions</i>
<p>4. Use of knowledge and skills in information management and patient care technology for delivery of quality patient care.</p>	
<p>a. identify pertinent health statistics from local, national, and global data resources pertinent to Zambia's health status.</p> <p>b. identify appropriate health care technology in an international setting.</p> <p>c. identify alternate community resources for health maintenance.</p>	<ul style="list-style-type: none"> • Preparatory reading quizzes • Clinical experiences • Journal • <i>ELI Learning Objectives</i> • <i>ELI Common Reflection Questions</i>
<p>5. Adherence to healthcare policies, including financial, regulatory, and legal parameters in all aspects of nursing practice.</p>	
<p>a. incorporate knowledge of local, state, national, and global policies and parameters in planning and implementing nursing care for global health issues.</p> <p>b. analyze legal, financial, and regulatory principles in international health care settings.</p> <p>c. follow institutional policies at assigned health care facilities, i.e. Macha Mission Hospital.</p>	<ul style="list-style-type: none"> • Preparatory reading quizzes • Clinical experiences • Journal • <i>ELI Learning Objectives</i> • Debriefing sessions • Ethnographic interview/final paper
<p>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>	
<p>a. collaborate with populations, communities, and community agencies for the delivery of culturally appropriate and health literate high quality and safe client care in an international setting.</p> <p>b. implement safe and effective nursing care in collaboration with assigned Zambian preceptors/students.</p>	<ul style="list-style-type: none"> • Preparatory reading quizzes • Clinical experiences • Journal • <i>ELI Learning Objectives</i> • Ethnographic interview/final paper

<p>c. identify opportunities for collaboration with various members of the health care team at Macha Mission Hospital.</p> <p>d. demonstrate effective and therapeutic communication with staff, patients, and their families in an international setting with possible language barriers.</p>	
<p>7. Knowledge of local and global health care issues.</p>	
<p>a. identify global health issues in an international setting so as to understand the interdependence of world systems and the ways global inequality affects quality of life and life chances for people in the world.</p> <p>b. demonstrate increased cross-cultural sensitivity and cultural humility to cultural traditions significantly different from their own that intersect with global health issues by articulating how people from different cultures perceive the world, interpret reality, and make meaning, especially in light of health and wellness through reflective journaling and group discussion.</p> <p>c. identify the most relevant information about the host country's history, traditions, politics, and geography (QuEST CC "a")</p> <p>d. identify facets in which the host culture differs from their own; and facets in which the host culture is similar to their own (QuEST CC "b" & "c")</p> <p>e. explain insights learned about themselves or their own relationships through directly interacting with individuals and groups from the host culture (QuEST CC "d").</p>	<ul style="list-style-type: none"> ● Pre-departure cross-cultural sessions ● Preparatory reading quizzes ● Clinical experiences ● Journal ● QuEST Cross-cultural Objectives ● ELI Learning Objectives ● ELI Common Reflection Questions ● Debriefing sessions ● Ethnographic interview/final paper
<p>8. Ethical behavior and adherence to the professional values of altruism, autonomy, human dignity, integrity, and social justice.</p>	
<p>a. analyze and integrate knowledge of ethical issues pertinent to global health issues and global health care disparities.</p> <p>b. demonstrate respect for patients, families, preceptors, and all members of</p>	<ul style="list-style-type: none"> ● Clinical experiences ● Debriefing sessions ● Journal ● Participation Evaluation ● ELI Learning Objectives ● ELI Common Reflection Questions

<p>the health care team at Macha Mission Hospital.</p> <p>c. participate in class discussions and respectfully address fellow students and faculty.</p> <p>d. evaluate own performance and achievements of course goals, e.g. ELI Learning Objectives</p>	
<p>9. Skill in providing comprehensive holistic, culturally humble care.</p>	
<p>a. develop an appropriate sense of cultural relativism and cultural humility to thus reduce ethnocentrism and disparities.</p> <p>b. demonstrate self-evaluative reflective journaling on cultural humility during the course.</p> <p>c. enhance international capacity to promote health and prevent illness at a global population level.</p>	<ul style="list-style-type: none"> • Clinical experiences • Journal • Participation Evaluation • ELI Common Reflection Questions

Required Textbooks:

Lanier, S.A. (2000). *Foreign to familiar*. Hagerstown, MD: McDougal Publishing.

Other Resources:

Benner, P. (1984). *From novice to expert*. Menlo Park, CA: Addison-Wesley Publishing.

Paterson, R.J. (2000). *The assertiveness workbook*. Oakland, CA: New Harbinger Publications.

WHO Global Health Atlas: <http://globalatlas.who.int/globalatlas/default.asp>

COURSE REQUIREMENTS:

The course will be graded based on several major criteria: participation, quality of personal introspection, and self-critique reflected in the journal and on the ELI prompts.

Students are required to do the following:

1. Review cross-cultural and country specific information with completion of three (3) online quizzes: one quiz on Zambian general knowledge; one quiz on travel and global health issues; and one quiz on cross-cultural issues. **Before departure; DUE by 8 AM on Wednesday, January 2, 2019.**
2. Identify learning objectives appropriate to an experiential learning cross-cultural or international situation, in collaboration with the accompanying faculty. See ELI Objectives Guidelines later in syllabus and on Canvas. **Due after arrival; Tuesday, January 8, 2019.**

3. Keep a daily, reflective journal of experiences, including clinical experiences, documenting achievement of identified learning objectives, and responding to experiential learning journaling guidelines. **DUE: Monday, February 4, 2019.**
4. Complete the ELI Common Reflection Questions Outcomes. Attach to e-portfolio. See ELI Objectives Guidelines later in syllabus and on Canvas. **DUE: Monday, February 4, 2019.**
5. Attend all scheduled classes, seminars or meetings. Actively participate in all discussions, including NURS 495 general content identified in 4 sessions: Novice to Expert, Assertive Communication, Personality Types, and Team Building.
6. Attend scheduled clinical experiences, outreach activities, or community project preparation and presentation to fulfill approximately 80 total clinical hours.
7. Collaborate with a preceptor, if assigned, in the nursing care of patients in selected clinical settings.

NOTE: Any of the above assignments may be completed before the due date. The date is set so as to have enough time for completion in case there is no internet access or electricity at Macha.

ASSESSMENT/EVALUATION

Student grades will be based on the following:

		DUE DATE:
ELI Learning Objectives	5 pts/%	Tuesday, January 8, 2019
Quizzes X 3 (10 pts. each)	30	Wednesday, January 2, 2019 by 8 AM
Participation /Discussion	5	(faculty)
Journal	20	Monday, February 4, 2019
Ethnographic Interview/Final Paper	20	Monday, February 4, 2019
ELI Common Reflection Questions	20	Monday, February 4, 2019
ELI Assessment Rubric	0	(faculty)
*Course Evaluation		
	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.

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	75-77	D-	60-63
B	83-86	C-	70-74	F	below 60

NOTE: 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.

Further description of assessment and evaluative assignments:

Discussion/Participation

Students are expected to participate in all group activities including site visits, seminars, service projects, instruction sessions on the participant observation methods, and so on. Students should plan to contribute to group “processing” sessions regarding observations and readings. It is also expected that students will exhibit sensitive, helpful, and courteous behavior to all persons with whom they come in contact.

Examinations/Quizzes

Students will be tested on the assigned readings with three (3) 10 point on-line quizzes. Quizzes should be completed as part of class preparation before leaving the country.

Journal

An important component of this course is journaling and personal reflection on one’s experience. Students should keep a daily journal in which they highlight key activities of the day, delineate unique observations, and reflect upon insights gained as they pertain to the learning objectives. One important question to reflect on is: *“What was I able to share or do today that was culturally sensitive or appropriate?”*

The journal may be hand-written and handed in as such; or you may type it as a Word document with the part of the adventure you may want to remember!

NOTE: If concerns arise about the contents of journals, the faculty leader reserves the right to discuss that with the student and any relevant college personnel.

Ethnographic Interview or Final Paper

Each student will observe a Zambian person of their choice (preferably a nurse but other options may be negotiated; for example, a clinical officer, a lab technician, the Nursing Officer, or the Senior Tutor of the nursing school, etc.) and request an ethnographic interview to explore that person’s life story and position at Macha and in Zambia in general. The paper should be typed in APA style and attached on Canvas by Monday, February 4, 2019.

Should an ethnographic interview not be possible, the alternative is to analyze and critique the January term experience in light of global health issues, preferable one major one of interest, and cross-cultural understandings.

POLICIES:

- I. **Written Assignments:**
All ELI written assignments, except for the journal, should be typed per the ELI format. If the journal is hand-written, it must be legible to the instructor. The Ethnographic Interview Paper should be APA style. Written assignments are due the first day of Spring semester classes.
- II. **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 being expelled from the class. Students are also required to sign a study abroad contract that outlines expectations on behavior and conduct.
- III. **Dress Code:**
Modest dress is expected in the Macha community. For females, that includes longish skirts and no short shorts or tight jeans/slacks. Shirts or blouses must cover the chest and stomach. No

cleavage can be shown. Short sleeves are allowed. A chitenge purchased in the local market may be worn on outreach experiences. Males may wear modest shorts but older Zambian men do not usually do so.

IV. 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 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., Christmas break, Spring Break) they will not use alcohol or illegal drugs both on and off campus.

EXCEPTIONS:

Of-age students 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) associated with family or a host family.

If you have questions concerning the alcohol policy and/or its application to certain situations, you are encouraged to contact the Office of Community Development in Eisenhower 204, (717) 796-5239. Violation of this policy may result in sanctions ranging from a letter of reprimand to expulsion.

VI. 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 course curriculum or to otherwise authorize students to participate in them.

VII. HIPAA Training

All students received a copy of the HIPAA Training Handbook for the Nursing/Clinical Staff, viewed a videotape, *Confidentiality: Who Needs to Know*, and successfully completed two examinations about HIPAA.

Daily Schedule:

Approximately 2 weeks at Macha with clinical time for approximately 80 hours in day-afternoon shifts in following types of experiences:

- Rounds with physicians: Monday, Thursday & Saturday mornings (8 AM)
- OPD = Outpatient Department: Monday-Saturday (0800-1600)
- Maternity Ward
- OT = Operating Theatre: Tuesday & Fridays (0800-1700, or till done)
- ART clinic (AIDS antiretroviral treatment); has been Tuesdays & Thursdays
- Traditional healer visit (if possible)
- Primary Health Care (PHC); Monday, Wednesday or Friday (0800 till done)
- Immunizations with Primary Health Outreach (after PHC clinic at Macha)
- Chapel at Nursing school on Friday afternoons (about 4 PM)
- NCF on Sunday evenings from 1830-2000

Afternoon/Evenings:

- Syllabus review (first session only)
- Learning objectives review
- Reflection & debriefing (whole group session if possible)
- Delegation and management material per syllabus
- Socializing with Zambian staff & nursing students
- “Sports” with Zambian staff (if possible)

Sundays: Church at Macha Church (or choice) – walk to church, leaving about 10 AM; NCF in PM

NURS 495 General Content Schedule:

See Canvas modules for details of the following:

- 1) First Session
 - Introduction of Novice to Expert Theory
- 2) Second Session
 - Principles and Practice of Assertive Communication
- 3) Third Session
 - Myers Briggs Personality Types
- 4) Fourth Session
 - Team Building

Experiential Learning Initiative (ELI) Common Reflection Questions Guidelines

The Experiential Learning Initiative (ELI) is to provide the opportunity for every student to participate in experiential learning that is designed to advance their professional development and community engagement. There are four signature components to the experience:

1. Learning Goals + Outcome Prompts
2. ELI Reflection Questions
3. Deliverable (a tangible product that can be shared, e.g. ePortfolio)
4. Advising Relationship (student/faculty)

The ELI reflection prompts guide students to make connections to and application of their learning to various life contexts. Therefore, the ELI learning objectives and personal reflective journaling on one's experience during this course will be guided by the following suggestions so as to enable completion of the experiential learning ePortfolio assignment as a "deliverable."

1. Learning Goals + Outcome Prompts

Within the first week of the experience, students must articulate learning goals based on the following prompts:

1. **PROFESSIONAL DEVELOPMENT**: *Regardless of whether or not your experience relates explicitly to your career goals, what specific skills do you hope to develop/enhance that would be transferable to your professional goals?*
2. **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.*

***To assist students in setting quality goals, 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?*

OUTCOMES

At the conclusion of the experience, students will document the outcomes 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).

2. ELI Reflection Questions

Regardless of the type of experience, students participating in an ELI-approved experience must respond to the following reflection questions at the conclusion of the experience:

1. *Discuss a significant moment during this experience that left a lasting impact on you. What made this moment significant for you?*
2. *How did this experience influence the way you think about your professional goals and/or your view of yourself as a future professional?*
3. *Please provide specific examples of two transferable skills (i.e. skills that you will be able to use beyond your experience itself) that you gained or enhanced during the experience.*
 - a. *Transferable Skill 1:*
 - b. *Transferable Skill 2:*
 - c. *A skill area in need of continued growth:*
4. *Describe a problem that you faced or observed during your experience. Describe the problem, and articulate an approach you did or would take toward a solution to the problem.*
5. *Please provide one example of something that you learned inside or outside the classroom at Messiah (e.g. a theory, concept, strategy, etc.) that you were able to apply during your experience.*
6. *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 see yourself contributing to or engaging in community? Your answer could relate to areas such as: purposeful influence in church and society; the work of reconciling individuals with God, each other, and/or creation; or demonstrating the love of God in service to others.*

3. Deliverable

A deliverable is a tangible product that contextualizes the outcomes of an experience in a way that is meaningful and relevant for an intended audience. At the conclusion of the experience, students must practice articulating the transferable skills and competencies resulting from the experience which are relevant to an external audience, such as a future employer or graduate program.

Deliverables can take the following forms:

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

NOTE: For the NURS 495 course, the above reflections (i.e. outcomes and answers to the 6 questions) should be transferred to the ELI template on the student's ePortfolio.

ELI Assessment Rubric

OUTCOME	CWEO	DIMENSION (Mapped to final reflection question numbers)	DEFINITION (Proficient Level)	NO ATTEMPT 0	NEEDS IMPROVEMENT .5	PROFICIENT 1	EXEMPLARY 1.25
Professional Development	5.d - interests, abilities, and limitations	Identifying Personal Strengths/Abilities (Questions 3 and 4)	Student clearly and accurately connects their intellectual, professional and personal strengths and abilities to their ELI experience.				
	5.c. - sense of vocation/ career that transcends career choice	Sense of Vocation (Questions 1 and 2)	Student clearly articulates how their experience enhances or informs their vocation (sense of purpose for their interests and abilities).				
	Academic integration 4 – major 1-3, 5-7 – QuEST	Academic Integration (Question 5)	Student identifies specific ways in which academic learning informs ELI experience and/or ELI experience informs classroom learning.				
Community Engagement	5.e. - role in community 7.b. Leadership - civic responsibility	Role in Community/ Leadership (Question 6)	Student develops and specifically demonstrates awareness of their role, both personally and professionally, in society.				
Completion of Deliverable			Student has completed deliverable project in the format appropriate to area and in a way that clearly summarizes ELI outcomes and reflections to an external audience.				

***In order for students to successfully fulfill the ELI Requirement, they must obtain at least five (5) points on this rubric.**