



RUTGERS

School of Nursing

Course Syllabus

SUMMER 2025

GLOBAL HEALTH THEORY WITH 1-WEEK STUDY ABROAD: 26:705:652

Classes begin **May 10, 2025**, and end on **June 24, 2025**. The last day to drop this course without a “W” grade is **Wednesday, May 20 2025 at 5:00 PM (Please see RU Global policy)**

Academic Calendar Directory: <https://academicaffairs.rutgers.edu/academic-calendar-directory>

You are advised to retain a copy of this syllabus in your personal files for use when applying for future degrees, certifications, or transfer of credit.

School of Nursing Policies and Procedures: <https://nursing.rutgers.edu/syllabus-info/>

INSTRUCTOR INFORMATION

Instructor: Emilia Iwu PhD, RN, APNC, FWACN

Email: iwu@rutgers.edu

Phone: (O) 973.353.5877; (C) 856.625.0041

Office & Hours: **Newark** - Ackerson Hall, Rm. 230 – Tuesdays 12-2:00 PM

New Brunswick - 110 Patterson Ave, Rm 301 – Weds 12-2:00 PM

Blackwood – Jefferson Hall, Rm 230 – Fridays – 12 – 2:00 PM

Secondary Instructor: Jeannette Manchester, DNP, MBA, RN

Email: jeannette.manchester@rutgers.edu

Phone: (O) 973.972.0645; (C) 201-743-8920

Office Location: 65 Bergen St, Suite 1126A, Newark, NJ

Office Hours: Office Hours Upon Request

Communication: Throughout the semester, Faculty will communicate with students through Canvas Announcements and Rutgers Email accounts.

GENERAL COURSE DESCRIPTION

Course Description: This interdisciplinary course provides essential background to understanding key political, cultural, socio- environmental and economic impacts on the health of the global population, as well as the development of global health policies. These global health policies will be examined within the broader context of health and development. Using both qualitative and quantitative analytical methods, students will examine and discuss the socio-cultural, political, economic, environmental and health systems contexts of health, social determinants of health, as well the effects of health status on globalization and policies.

Insert Prerequisites: None

Credits: 4 (3 + 1 Global Practicum Credit)

Contact Hours: N/A

Clinical Hours: Thirty (30) Hours

(Minimum of 5-6 hours per day x 1-week in Host Country)

Course Modality: This course will be delivered through a Hybrid format:

1. Weekly Virtual Sessions on Tuesdays from 5:00 – 7:00 PM Eastern Time,
2. In-person pre departure orientation & Skills training sessions
3. In-person Practical Experience in host county

Purpose of the Course:

The main purpose of this course is to enable students enhance their understanding of contemporary issues in Global Health through an interdisciplinary perspective. This 4-Credit course will provide students the knowledge and tools for analyzing, processing and identifying cultural patterns, differences, similarities and values. It will enable students to navigate the process of becoming a global citizen while remaining an ambassador for their own culture. The course will include a one-week global health practical experience, guided by the concepts of Equity, Diversity and Social Determinants of Health. The topics will be approached in a non-site-specific way; however, students will also need to complete exercises and assignments related to the host country and site. The course will examine theoretical aspects of interacting with other cultures and methods of learning, as well as providing practical exercises in which students will need to observe, document, research and reflect upon assigned topics. It will require students to take stock of their experience, personal growth and learning. It will challenge students to think critically about the host country and their own identity. It will impact upon the students' views of their experience abroad, but personal growth will depend on their own engagement in this process.

Students will be accompanied by a faculty member in the School of Nursing. They will spend time in health systems of a host country e.g. community clinics and hospitals. Depending on the setting, students may live together as a group in supervised housing, take language and culture sessions. They will spend 4-6 hours daily in clinical settings with host institution students in addition to daily pre and post conference sessions. The week ends with a seminar where students will reflect upon their experience and share highlights and feedback with host institution preceptors. The trip may include excursions to cultural sites, time with fellow students and opportunities to explore the local areas.

This course will address logistics and other practical issues about studying abroad (safety, immunization, travel expectations, packing, etc.), during pre-departure orientation sessions. Please see the students' handbook for travel information and other details.

COURSE OBJECTIVES

By participating in this course, students should be able to:

1. Describe contemporary issues, problem and controversies in global health through an interdisciplinary perspective (*AACN Essential Domain 1: Knowledge for Nursing Practice and AACN Essential Domain 6: Interprofessional Partnerships*)
2. Analyze key global health problems, their distribution and individual/societal outcome (*AACN Essential Domain 3: population health*)
3. Analyze global health promotion and disease prevention strategies (*AACN Essential Domain 1: Knowledge for Nursing Practice and AACN Essential Domain 3: population health*)
4. Analyze the roles and agendas of key players, institutions, political bodies, and non-governmental organizations that contribute to global health promotion and health policies (*AACN Essential Domain 6: Interprofessional Partnerships*)

5. Evaluate institutional and structural factors that impact health, health care implementation and policies in relation to local and regional contexts populations (*AACN Essential Domain 1: Knowledge for Nursing Practice and AACN Essential Domain 3: population health*)
6. Reflect upon the study abroad experience through: the awareness of cultural difference, understanding the role of culture in shaping beliefs, practices and perceptions related to health and healthcare (*AACN Essential Domain 3: population health*)

STUDENT LEARNING OUTCOMES

At the end of this course, students should be able to:

1. Analyze social, political and economic determinants of health globally (*AACN Essential Domain 3: population health*)
2. Analyze and discuss health problems or disease impacting global populations (*AACN Essential Domain 1: Knowledge for Nursing Practice and AACN Essential Domain 3: population health*)
3. Describe relevant aspects and distribution of global health problems using national and international web resources (*AACN Essential Domain 1: Knowledge for Nursing Practice and 6: Interprofessional Partnerships*)
4. Analyze the historical and cultural contexts of health locally and globally (*AACN Essential Domain 3: population health*)
5. Analyze the impact of global health policy on health of countries and individuals (*AACN Essential Domain 1: Knowledge for Nursing and AACN Essential Domain 3: population health*)
6. Develop a health improvement plan to address at least one major health need in the local community, incorporating local language, customs, health beliefs and practices (*AACN Essential Domain 3: population health*)

TEACHING PROCEDURES

Teaching Philosophy:

As nurse educators, we believe in fostering an environment that will equip students with the knowledge and skills necessary to shape the next generation of nursing professionals. This course will explore global health principles, culturally competent care, ethical responsibility, interprofessional care, critical thinking, and global citizenship to help students integrate what is learned into their local community and diverse populations. Students are active participants in their own learning and bring unique backgrounds and experiences to the educational experience. We believe in promoting lifelong learning as the profession of nursing and the healthcare field is dynamic and continuously evolving.

Instructor Responsibilities:

You will be introduced to new information and asked to provide examples to facilitate understanding of course content. We are available to you for assistance with course materials or inquiries related to the course, but it is the student's responsibility to contact faculty for this support. The hybrid learning environment requires commitment from the student to master course materials using critical thinking and active participation. Please do not hesitate to contact either Dr. Iwu or Dr. Manchester if you are having any difficulty with course material. Students can expect 48 hours turnaround on all email correspondence (weekdays only).

MATERIALS

Required Texts:

Skolnik, R. (2021). Global Health 101 Essential Public Health. (4th Edition). Burlington MA: Jones and Bartlett Learning. ISBN-13: 978-1284145380

Additional Course Resources:

On-line Resources

1. Community Health Needs Assessments: Expanding the Boundaries of Nursing Education in Population Health: <https://onlinelibrary.wiley.com/doi/full/10.1111/phn.12298>
2. Health Resources and Services Administration (HRSA) Maternal and Child Health Bureau [Maternal and Child Health Bureau | MCHB \(hrsa.gov\)](#)
3. Interprofessional Education Collaborative (IPEC) Core Competencies for IPEC Practice V3 (2023). [IPEC Core Competencies for Interprofessional Collaborative Practice: Version 3](#)
4. United Nations: The 17 Sustainable Development Goals: [THE 17 GOALS | Sustainable Development; Transforming our world: the 2030 Agenda for Sustainable Development | Department of Economic and Social Affairs](#)
5. Center for Strategic and International Studies: [CSIS](#)
6. UN Envision 2030: 17 goals to transform the world for persons with disabilities: <https://www.un.org/development/desa/disabilities/envision2030.html>
7. World Bank Disease control priorities series: [World Bank Open Knowledge Repository](#)
8. WHO (2024). Global Health Estimates: <https://www.who.int/data/global-health-estimates>
9. Burden of Disease project: Health statistics and health information systems: https://www.who.int/healthinfo/global_burden_disease/publications/en/
10. WHO 2015: Sustainable Development Goals: <https://www.who.int/health-topics/sustainable-development-goals>

COURSE COMPLETION REQUIREMENTS

Your success in this course depends on the following:

Each phase has a series of assignments all clearly posted online from the start of the course. To pass the course, you must complete all assignments on time. Keep in mind that ultimately the more you invest, the more you will gain from this course and from the didactic and study abroad experience in general. All readings, materials, videos, and other necessary documents will be available on the platform, so you don't have to worry about locating sources.

1. Registration for the course & acceptance into the study abroad program.
2. Agree to comply with the program standards of conduct
3. Attend all orientation (**non-negotiable**).
4. Submit daily reflective journal from study abroad experience.
5. Complete a course evaluation form.
6. Submit a written Health Promotion/Prevention Final Paper
7. Attend Final Presentation and exit interview.

Phase I:	About Global Health & Getting ready for Travel	2-5 sessions	2-5 weeks pre-departure
Phase II:	I'm abroad!	1 Week	In Host Country
Phase III:	Home! Now what?	3-5 sessions	1-4 weeks & Final Presentation

Phase I:

This initial phase of the course is introductory and will take 2 to 5 weeks to complete, depending on the amount of time allotted. It includes two sessions that will inform students about the importance of setting academic, cultural, personal, and professional goals for study abroad as well as asking students to complete some light research on the host culture to prepare for departure.

Phase II: I'm abroad!

Arriving in the host country, students are introduced to some basic theoretical elements related to intercultural differences and communication.

Phase III: Welcome home! Now put your experience to work

The purpose of this session is firstly to complete weekly sessions and bring the course to a conclusion. Secondly, to aid students in thinking of ways in which it may be possible to use their global health experience personally, academically and professionally. Students will learn tips for continuing with your international education and experience and using your experience within your own community.

GRADING

Final Course Grade:

Grades in this course are weighted according to the table below.

Activity or Major Assignment	Due Date	Grade %
Weekly Assignments (6-8)	Weeks 1-2	20%
Daily Journal - Travel days only (7)	Week 2-3	20%
Group Presentation	Week 7	10%
Final Paper	Week 9-10	40%
Attendance/Participation		10%
Total		100%

COURSE POLICIES AND PROCEDURES

Attendance Policy:

You are responsible for weekly readings/assignments and material covered in any class that you do not attend. If you miss a class, you must contact a classmate or me for the missed information. If you have a situation that might cause you to miss more than one class, discuss it with me *as soon as possible*.

Submission Policy:

All assignments are due by **11:59 PM EST** on the dates stated on the Syllabus. Note that assignment utilizes Turnitin. Papers that receive a high percentage of duplication will be sent to Student Services for review. Such papers usually receive a grade of zero (0).

Late Work:

Late work is accepted. All assignments have a three-day grace period but with penalty of 5% deduction per day.

Coursework Difficulties:

Please discuss any issues that you are having in completing the coursework on time with me. We are available to talk this over with you by appointment.

Incomplete Policy:

If you are unable to complete the coursework during the semester due to some catastrophic issue, you must contact Dr. Iwu immediately to discuss your alternatives.

Final Paper 40%

Scholarly analysis of either 1) How global health policy impacts a specific health problem or 2) How global health policy impacts the health of people within our host country. You may choose from this table below:

Chronic diseases	Infectious diseases	Maternal/Child	Emerging/re-emerging
Diabetes	Malaria	Maternal mortality	Chikungunya
Mental illness	TB	Infant mortality	Hantavirus
Alzheimer/Dementia	HIV	Stillbirth	Creutzfeldt-Jakob
Heart disease	Pneumonia	Malnutrition	Flu & SARS/COVID
Stroke	Diarrheal diseases		Monkey pox
Respiratory problems	Measles/Mumps/Rubella		Dengue
Cancer	Polio		Plague

1. Briefly describe the health problem or health policy you are focusing on.
 - A. Why is it important? How does it fit within the Global Burden of Disease?
2. Briefly lay out the health situation within that country (population, income, education, Life expectancy, Mortality rates [IMR, MMR, etc], major causes of death if relevant--etc.
3. Situate the health problem, policy or country historically
 - A. What has been the global response/engagement?
4. What is the current policy/response to the problem?
5. What research supports or does not support the global health policy/response?
6. Is the response adequate? Why or why not.
7. What other social, political, economic commitments or changes would be necessary to address this problem world-wide or within your chosen country.
8. What are your own perspectives on the issue--what do you think (this should be supported by literature/research).

This analysis will be submitted as a scholarly paper, 10 to 12 pages in length, properly cited using APA format.

CLINICAL (WEEK ABROAD)

We will have the opportunity to visit various healthcare settings in the host country.

- Be sure to come prepared for clinical in the host country, including:
 - Scrubs
 - Pen/pad
 - Hand sanitizer

TOPICS SCHEDULE

Week 1 (Orientation #1, Saturday, May 10, 2025, at 10:30 AM)

Phase I: What do you want to get out of this Global Health experience?

Category	Description
Meeting	The purpose of this session is to welcome students to the course, reflect upon the course objectives and anticipated study abroad experience. Students will be asked to set goals in advance with clear objectives to help them achieve their goal.
Core Topic(s)	<ol style="list-style-type: none"> 1. What is Global Health? (introduction) 2. Guest Lecture – Argentina: Introduction to Healthcare System and Main Challenges By Dr. Novick MD, PhD
Learning Objectives	<p>At the end of this week students will be able to:</p> <ul style="list-style-type: none"> ● Set a Goal) (The “Why, How & What”?) and identify strategies for meeting the goal.
Readings/Media	<ul style="list-style-type: none"> ● Video 1: https://youtu.be/5hYIgwfl0a4?si=iAjfWURNTGTdADSY In this video, Vanessa Kerry (daughter of former US Secretary of State, John Kerry), shares her entry to “global health” experience. ● Reading 2: Reading from Madalina Akli, ‘Study Abroad and Cultural Learning Through Fulbright and Other International Scholarships: A Holistic Student Development’, Journal of International Students, vol. 3 issue 1, Spring 2013. (extract: “The Global Citizen: From Philosophy to Practice”, pages 7-8). ● Optional Reading – “On the eve of my departure” https://webapps.graduateschool.vt.edu/globalperspectives/2023/05/18/on-the-eve-of-my-departure-to-switzerland/
Assignments Due	<ul style="list-style-type: none"> ● Assignment 1: Create your ePortfolio ● Assignment 2: Goals. Articulate your personal/professional/Academic goal for your global health experience.

Category	Description
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- Assignment 3: Think about what is meant by the term 'global citizen' and consider the competencies and skills a global citizen might be expected to possess.

Week 2 (Orientation #2 Tuesday May 13, 2025, at 5:00 PM): What I should know before I go?

Category	Description
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Meeting

Online (synchronous)

Core Topic(s)

- **1. Historical Origins of Global Health and GH actors** - Primary Health Care-Alma Atta
- **2. Guest Lecture – Primary Health Care Network in Buenos Aires**

The purpose of this phase is to have students begin to prepare in a more culture-specific way, both in terms of the host culture and self-reflection. The session will not explore topics related to culture shock or adaptation, but rather the idea of diversity and therefore, the value of knowledge and being prepared. Later, students will learn about the importance of pre-departure investigation related to the host countries. The session begins with a short video about the exercises and readings that need to be done.

Learning Objectives

At the end of this week students will be able to:

- Describe the origin of global health.
- Reflect upon the host country health challenges.

Readings/Media

Video 1: (From Host Country)

Reading 1: Nadine Dolby, 'Encountering an American Self: Study Abroad and National Identity', Comparative Education Review, Vol. 48, No. 2, May 2004, pp 150-173. Read the section 'National Identities in Global Context', which begins on page 156 and ends on page 161.

Reading 2: Health in the host country – identify workforce challenges faced by professionals in your discipline in the host country

Assignments Due

Assignment 1: The purpose of this reading is to consider the idea of national identity and to ask you to think about and articulate your own national identity.

Category	Description
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Assignment 2: “Host Country Facts.” Do some more detailed research on the host culture before going abroad using the CIA World Factbook and other online resources.

Week 3: Phase II: Travel Abroad Week (Clinical Hours – Min 6 hours/day)

Category	Description
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Meeting In-Person (Mandatory)

Core Topic(s) Arrival in country, students are introduced to some basic theoretical elements related to intercultural differences, language and clinical rotation schedule for the week.

The phase will develop students’ skills to adjust to life in host country as they learn new social and cultural rules for interactions with locals. You will also explore emotional resources, such as motivation, stress management capacity and self-care ability, including staying in touch with family and friends to cope with the pressure that the phase of adjustment may involve. Recognizing the impact of cultural diversity, students will become able to appreciate both native culture and the host culture, and to negotiate between the two when needed.

Learning Objectives At the end of this week students will be able to:

- Reflect upon and debrief on experiences from the field daily
- Discuss concerns and areas of need and improvement with faculty/preceptors

Readings/Media Video 1: “What do we mean by culture and health?”

Reading 1: Richard Lewis, When Cultures Collide: Leading Across Cultures, 3rd Edition, Nicholas Brealey Publishing, Boston and London, 2006. Extracts from pages 4-7.

Reading 2: Alina Simone, ‘The “How Are You?” Culture Clash’, New York Times, 19 January 2014 <http://www.nytimes.com/2014/01/20/opinion/the-how-are-you-culture-clash.htm> http://www.nytimes.com/2014/01/24/opinion/greetings-from-around-the-world.html?_r=0 **(skip the subscription request)**

Assignments Due Assignment 1: Rate your emotional responses to your study abroad experience so far.

Assignment 2: Reflect upon your conception and use of time abroad versus at home.

Assignment 5: Daily Debriefing

Week 4A: Tuesday May 27, 2025, at 5:00 PM: Return from Host Country

Category	Description
Meeting	Online (synchronous)
Core Topic(s)	<p>Reflections: Review and Dialogue on Culture shock and take aways? The second session focuses on Culture Shock, a well-known phenomenon that you may experience at some point after arriving in host country.</p> <p>Review and clarify students' concerns about remaining course work/assignments</p>
Learning Objectives	<p>At the end of this week students will be able to:</p> <ul style="list-style-type: none">• Students and faculty will reflect on the travel abroad trip and next steps
Readings/Media	<p>Reading 1: Kohl's Survival Kit for Overseas Living Chapter 3, "The Stereotyped American" p.9-12, gives a list of the most held stereotypes other people have of Americans.</p> <p>Reading 2: Responding. You will read a short text from Cohen, A.D., et al, Maximizing Study Abroad, (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, 2006) about how to respond to stereotypes while abroad.</p> <p>Reading 3: Read an excerpt from Cohen, A.D., et al, Maximizing Study Abroad, that includes foreign students' surprised reactions to specific elements of American culture.</p>
Assignments Due	<p>Assignment 1: Stereotypes. You will answer some questions regarding your opinions on the list of stereotypes you have read.</p> <p>Assignment 2: Cultural Values. You will consider a stereotype you held about your host culture prior to arrival.</p>

Week 4B: Tuesday May 27, 2025 at 5:00 PM What is Global Health – Global Burden of Disease, Health Metrics: Maternal & Child Health

Category	Description:
Meeting	Online (synchronously)

Category	Description:
Core Topic(s)	<ul style="list-style-type: none"> This week you will look at the study of Global Health, historical origins of global health, Global Burden of Disease, Health Metrics
Learning Objectives	<p>At the end of this week students will be able to:</p> <ul style="list-style-type: none"> Identify the role of public health principles in global health Discuss ethical principles of global health practice
Readings/Media	<ul style="list-style-type: none"> Reading 1: Skolnik, R. (2021). Global Health 101 Essential Public Health. Chapters 1, 3, & 10
Assignments Due	<p>Review websites for Maternal, neonatal and infant mortality and stillbirth data. Compare 2 other countries with USA. What is rate/ratio for New Jersey & your County?</p> <p>MMR websites: CDC Nat. Center for Health Statistics, https://www.nhlbi.nih.gov/news/2023/us-pregnancy-related-deaths-rise, UNICEF, WHO, USAID, AlignMNH.org (https://www.alignmnh.org/2022/03/31/tracking-progress-towards-maternal-and-neonatal-mortality-reduction-targets-in-countries-affected-by-humanitarian-crises/)</p>

Week 5: (Tuesday June 3, 2025 at 5:00 PM) What are Determinants and Health Equity?

Category	Description
Meeting	Online (synchronous)
Core Topic(s)	<p>Health and development: Politics and economics of health Urbanization; SDGs Social Determinants of and Social Inequalities in Health Health Data--what do we know, how do we know it? Understanding health statistics Global Health and Disease Epidemiological profiles Global Health Systems and Workforce</p>
Learning Objectives	<p>At the end of this week students will be able to:</p> <ul style="list-style-type: none"> Outline the importance of health data and its application in the US and globally Discuss how to improve physical and perceived wellbeing through better understanding and knowledge of beliefs, norms, behaviors, and practices.

Category	Description
	<ul style="list-style-type: none"> ● Review how doctors, nurses, and other HCWs in training learn to value what is not yet known about culturally generated wellbeing if they are only judged on their ability to relate to an evidence base that values its own outstanding knowledge resource above negotiated caregiving.
Readings/Media	<ul style="list-style-type: none"> ● Reading 1: Skolnik, R. (2021). Global Health 101 Essential Public Health. Chapters 2, 6, 13 and 14 ● 2 Videos: https://youtu.be/JtpggWBupfQ?si=mY5FuSFvIBFRmWGi; https://youtu.be/NOjd3rPJGWo
Assignments Due	<ul style="list-style-type: none"> ● Continue working on Post travel assignments

Week 6: (Tuesday June 10, 2025, at 5:00 PM) Global health governance and health systems

Category	Description
Meeting	Online (synchronous)
Core Topic(s)	<ul style="list-style-type: none"> ● USA Health System
Learning Objectives	<p>At the end of this week, students will be able to:</p> <ul style="list-style-type: none"> ● Compare US and Host Country Health Systems ● Identify the Pros and Cons to each and how they may affect Access and Equitable care
Readings/Media	<ul style="list-style-type: none"> ● TBD
Assignments	<p>Social determinants application to case discussions (Preparation for debriefing).</p> <p>With Focus on the Host Country - Pick a prevalent health condition or health issue to study and explore from websites: Explore websites, data bases such as WHO, UNICEF,</p>

Category	Description
	<p>UNDP, UNFPA, CDC, or even World Bank to see how the country is doing in the past 5 years. Is the country doing better or worse or no change?</p> <ol style="list-style-type: none"> 1) Briefly summarize and critically analyze the health issue 2) What health inequities are associated with it? 3) What Sustainable development goal policies might be impacted? 4) What are the facilitators and barriers to achieving the goals are addressed? <p style="padding-left: 40px;">What intersectoral collaboration will be needed or included?</p> <p style="padding-left: 40px;">What are possible solutions to problems?</p>

Week 7: **Phase III:** (Tuesday June 17, 2025, at 5:00 PM) Welcome home! Now put your experience to work – **Final Group Presentations**

Category	Description
Meeting	In-Person (Mandatory)
Core Topic(s)	<p>Final Group Presentation</p> <p>The purpose of this session is to bring the course to a conclusion and to aid students in thinking of ways in which it may be possible to use global health experience personally, academically and professionally. Students will reflect upon how the course has benefitted them in terms of new skills and perspectives, create an inventory of abilities and skills, and think of ways in which they can “market” the experience on their resume, in cover letters, and interviews. Additionally, students will learn tips for continuing with international education and experience and using the knowledge within their own community.</p>
Learning Objectives	<p>At the end of this week students will be able to:</p> <ul style="list-style-type: none"> ● Work with other students to develop and present their study abroad experience to the University community ● Complete and submit: <ul style="list-style-type: none"> a) daily Journals (from clinical experience abroad) b) final paper.

Category	Description
Readings/Media	<p>Video 1: N/A</p> <p>Reading 1: You will read an article from the Chicago Tribune about how study abroad experience may help students to stand out from their peers in applying for jobs. http://articles.chicagotribune.com/2013-1018/business/sc-cons-1017-started-20131018_1_college-students-double-majors-study-abroad.</p> <p>Reading 2: You will read an excerpt from Cohen, A.D., et al, Maximizing Study Abroad about a few people’s experiences post-study abroad.</p> <p>Video: N/A</p>
Assignments Due	<p>Assignment 1: Goal Re-evaluation. You will be asked to revisit the goals you set during the pre-departure phase.</p> <p>Assignment 2: Journal Entries. You will be asked to reflect upon the readings and what you learned from the study abroad experience in order to prepare for re-entry into the home culture.</p> <p>Assignment 3: The New You. You will complete a checklist of attributes and skills you they may have acquired during the course or while abroad (without realizing it!).</p>

Week 8: (Tuesday June 24, 2025, at 5:00 PM) Maternal and Infant Health Application

Category	Description
Meeting	Online (synchronous)
Core Topic(s)	<ul style="list-style-type: none"> ● Maternal and infant health in the USA ● Guest Lecture – Maternal Health Services in host country ● <i>Office of Global Health Presents: Travel Logistics and Study abroad Expectations</i>
Learning Objectives	<p>At the end of this week students will be able to:</p> <ul style="list-style-type: none"> ● Discuss Community and Public health Strategies for improving Maternal Health Services ● Identify host country challenges and brainstorm on possible solutions – will validate during practicum

Category	Description
Readings/Media	<ul style="list-style-type: none"> Reading 1. "What do I want to get out of this experience?" http://www.diversityabroad.com/article/studyabroad/four-things-you-should-ask-yourself-before-studying-abroad
Assignments Due	<ul style="list-style-type: none"> TBD

Week 9: (Tuesday June 24, 2025, at 5:00 PM) Healthcare Economics (Final Paper Due)

Category	Description
Meeting	In-Person Session (Mandatory)
Core Topic(s)	<ul style="list-style-type: none"> Skills Development for students (Topic from Host)
Learning Objectives	<p>At the end of this week students will be able to:</p> <ul style="list-style-type: none"> Students will back demonstrate skills learnt Prepare to co-facilitate the skills for students and nurses in host country
Readings/Media	<ul style="list-style-type: none"> (TBD – From host country needs assessment)
Assignments Due	<ul style="list-style-type: none"> N/A

Week 10: Non-Communicable Disease Management & Nursing in Host Country – (if time permits)

Category	Description
Meeting	Online (synchronous)
Core Topic(s)	<ul style="list-style-type: none"> Faculty & Guest Lecture: Chronic Disease Management in US and Host Country Guest Lecture: Nursing in Host Country

Category	Description
Learning Objectives	<p>At the end of this week students will be able to:</p> <ul style="list-style-type: none"> • Identify similarities in NCD Care in US and host country • Discuss unique aspects of nursing in host country
Readings/Media	<ul style="list-style-type: none"> • (From guest Lecturer)
Assignments Due	<p>Readings for next week:</p> <p>Reading 1: 10 Common Hand Gestures That Are Easily Misunderstood Abroad http://www.businessinsider.com/10-hand-gestures-misunderstood-abroad-2014-5</p> <p>Reading 2: Bill Bryson, Notes from A Small Country, Random House, London, 1996. Extract from Chapter 2</p> <p>Reading 3: Cecile Jensen, “The world is your oyster” http://glasgowguardian.co.uk/2013/11/26/the-world-is-your-oyster/</p> <p>Reading 4: E T Hall, The Silent Language, Anchor Books, 1990, pp. 6-9</p>

Week 11: Looking Back, Moving Forward (if time permits)

Category	Description
Meeting	Online (synchronously)
Core Topic(s)	This session ends Phase 2 and is the last on-site session. Its purpose is to bring the course full circle, by asking students to review the goals they set for themselves before leaving for host country, as well as asking them to reflect further on their time abroad.
Learning Objectives	<p>At the end of this week students will be able to:</p> <ul style="list-style-type: none"> • To reflect on the last several months as well as prepare for the re-entry process
Readings/Media	<p>Video 1: Introduction to “Giving Back”</p> <p>Reading 1: You will read a Time Magazine online article about how study/work abroad may make people smarter. http://time.com/79937/how-studying-or-working-abroad-makes-you-smarter/</p>

Category	Description
	<p>Reading 2: Hunter, V. L. (1989). "Closure and Commencement: The Stress of Finding Home." In Austin, C. N., <i>Cross-Cultural Reentry: A Book of Readings</i> (pp. 179-189). Albilene, Texas: ACU Press.</p>
<p>Assignments Due</p>	<p>Assignment 1: Cultural Objects. What can your host city's cultural objects teach you about your host culture?</p> <p>Assignment 2: Literature and Music. For this assignment, you'll engage with the current musical and literary trends of your host city / country.</p>

ASSESSMENT RUBRICS

Rubrics are posted in Canvas

REFERENCES