Hillsborough Community College Internal Articulation Agreement

Course Name: **Nursing in Global Healthcare Systems**   Course Number(s): **NUR 3955C**

Equivalent Course: **Transcultural Healthcare in an International Setting**
       Equivalent Course Number: **NUR 2650C**

College Credit: This HCC Internal Articulation Agreement guarantees the award of course credits for the course identified above is __3_ hours of credit.

Validation Mechanism: To be eligible for articulation, the student must show evidence of their successful completion of **NUR 2650C** on their current HCC transcript.

The **Transcultural Healthcare in an Internation Setting**course will serve as equivalent substitutions for the HCC courses identified below.

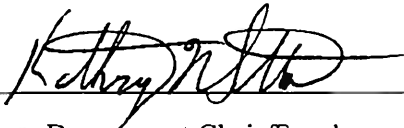| HCC Course Number	HCC Course Name	Number of Credit
NUR 3955C	Nursing in Global Healthcare Systems	3

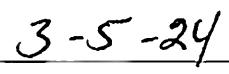Total Credits Awarded for the courses listed above is _____3_____ .
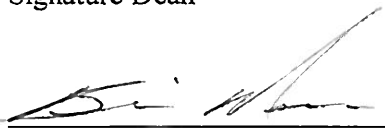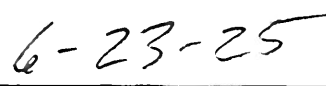
Documentation of coursework:

Identify and attach the types of documentation examined to determine that the HCC course represent coursework and learning outcomes that are consistent with the course being articulated and that the content is comparable and appropriate college-level work:

_____Both course syllabi are attached. Agreed on in nursing discipline meeting on 2/23/2024

We hereby agree that the competencies in the above stated course have been reviewed and determined to be equivalent to the competencies contained within *Hillsborough Community College's* course(s) listed in this document. Furthermore, the signature of the college faculty representative and the Administration (designee) signifies the faculty representative has reviewed the submitted documentation and deemed the course as meeting the standards of the

measurement of the competencies being awarded articulated credit by **Hillsborough Community College**.

(signature)   3 -5 -24

Signature Department Chair/Faculty   Date

lpenrose@hccfl.   Digitally signed by
edu   lpenrose@hccfl.edu
           Date: 2025.06.20 17:37:22 -04'00'

Signature Dean   Date

(signature)   6 - 23 - 25

Signature Associate Vice President Academic Affairs   Date

Signature Vice President of Academic Affairs   Date

Hillsborough Community College RN to BSN Completion Program

Syllabus Nur 3955C Nursing in Global Health Systems (Study Abroad)

Course Information

Course Name	Nursing in Global Health Systems (Study Abroad)
Course Number	Nur 3955C
Course Section Number	
Semester Credit Hours	3 credit hours (1 lecture, 2 clinical)
Course Start and End Dates	
Course Format	Online (DLONL) & In-person: study abroad

Instructor Information

Instructor's Name	Kathryn Smith, DNP, MS, RN
Instructor's Office Location	Virtual: Canvas or MS Teams – see Orientation module
Instructor's Office Hours	Virtual, available on request
Instructor's E-mail Address	ksmith@hccfl.edu
Instructor's Phone Number	813-253-7227
Program Director/Dean	

Course Description

The purpose of this course is to introduce students to global health care systems and models, and their influence on health disparities and delivery of healthcare. A major focus of this course is for students to critically think about and discuss health and health care within a global environment. Nursing students will be exposed to the health disparities that exist in the United States and countries around the world, and some of the efforts by individuals, groups, organizations, and countries to deal with disparities. In addition, students will be provided with information and tools that nurses and nursing can use to confront health and health care challenges.

This course is offered in a hybrid format combining on-line instruction with an In-country clinical component. Students are required to complete on-line theoretical content

before leaving for their in-country experience and again upon their return. Students will travel to supervised sites in selected country for direct exposure to theoretical concepts as well as "hands on" clinical experiences.

Program Student Learning Outcomes

Upon completion of the program, students will be able to:

1. Implement patient centered care which recognizes the client or designee as a full partner.
2. Utilize scientific research and evidence-based protocols to inform decision making in nursing.
3. Analyze information and data to advance nursing practice within the healthcare system.
4. Communicate effectively with interdisciplinary team members, clients, and their support systems.
5. Apply leadership skills in decision making and provision of high-quality patient care.
6. Demonstrate professional values in the practice of nursing.

Course Intended Outcomes

1. Examine global health systems, service delivery, factors influencing care and policy decisions, health disparities, and evidence-based care at local, state, national, and global levels. (Examine)

2. Analyze the impact of cultural, societal, legal, and political factors, and ethical considerations, influencing healthcare policies, service delivery, economics and health disparities at local, state, national, and global levels (Analyze)

3. Use technological systems and appropriate software to access local, state, national, and global information about healthcare political environments, including local, state, national, and global systems (Apply)

4. Apply the transcultural healthcare concepts when interacting with the people across the lifespan of the selected country by participating in the clinical activities. (Apply)

5. Analyze cultural influences on healthcare for the selected country in the areas of: teaching-learning, communication, legal-ethical, nutrition and other areas identified specifically for the selected country, such as, environment, history, etc. (Analyze)

Course Prerequisites

Admittance to the HCC ADN program or the HCC RN to BSN program

Course Text and Other Required Materials

Online resources published in the canvas course

Attendance Policy, Drop and Withdraw

WN: During the first week of class, it is the student's responsibility to complete assignments or to contact the instructor. If you do not, you will be withdrawn for non-attendance.

- Last Date to Drop with Refund: Week 1, day 5
- Last Date to Withdraw Without Refund: Week 4, day 5

Consequences of Dropping or Withdrawing: Dropping or withdrawing may have an impact on financial aid, veteran's benefits, or international student visa status. Students are encouraged to consult with a financial aid, the VA certifying official, or the international student advisor, as appropriate, prior to dropping or withdrawing from class.

Online Course Ground Rules

HCC is a diverse learning community. We strive to maintain an atmosphere of mutual respect and civility, concern for others and academic integrity. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom. Respect each other's ideas, feelings, and experiences. Failure to follow this policy will result in disciplinary action, such as being removed from the course, which can affect your academic standing.

- Email Communication
  - o All faculty/student emails should be through HCC's official email or Canvas.
  - o Always include a subject line and the course section number.
  - o Always include a proper greeting and use proper grammar when composing an email.
  - o Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
  - o Use standard fonts.
  - o Respect the privacy of other class members.
- Discussion groups
  - o Review the discussion threads thoroughly before entering the discussion.
  - o Try to maintain threads by using the "Reply" button rather than starting a new topic.
  - o Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
  - o Be patient and read the comments of other group members thoroughly before entering your remarks.
  - o Be cooperative with group leaders in completing assigned tasks.
  - o Be positive and constructive in group discussions.
  - o Respond in a thoughtful and timely manner.
- Virtual Office Hours
  - o These sessions are not recorded and are where the instructor is available to answer students' questions. It may also be open to the instructor's other classes. A private conference may be scheduled with your instructor to discuss sensitive topics.

Weekly Discussion Guidelines

- Initial discussion responses to the discussion prompt are due by the third day of the week (Wednesday).
    - Students are expected to provide meaningful initial discussion responses in which they share what they have learned, exchange thoughtful interpretations from literature and experiences from practice.
- Initial discussion responses require the use of a scholarly source and APA formatting.
    - Examples of scholarly sources include
    - Peer-reviewed articles
    - Original research
    - Informative or review articles
    - Evidence-based practice or quality improvement projects
    - Textbooks assigned to the course or textbooks assigned to previous courses as long as they have been published within the last 5 years
    - presentations used within the course modules
    - Websites that end in .org or .gov
- Respond to at least two peers each week.
    - Peer responses should include an acknowledgment of the person to whom you are responding
    - A statement of agreement or disagreement with scholarly support
    - Proper APA formatting and use of grammar
- At least one peer response should be on a different day than initial discussion post.
- No discussion post will be accepted past the end of the unit week (Sunday at 11:59pm).
- Please refer to the assignment rubric and/or instructor guidelines for specific requirements.

Assignments and Grading

The following sections provide information on attendance, participation, grading, assignments deadlines, exams, and academic honesty in this course. Please read them carefully and refer back to them throughout the semester.

Grading

Numeric grades, 0 through 1000 or letter grades, A through F, will be given. The following grading scale should be used to determine your grade for the course.

- A=900-1000
- B=800-899
- C=700-799
- D=600-699
- F=0-599

A final grade of C satisfies the minimum requirements to pass this course.

Final Course Grade Determination and Assignment Schedule

Assignments	Points	Module/Week Due	Due Date
Clinical Evaluation	120	7	Sunday
Healthcare Comparison Essay	150	3	11:59 PM EST
Journal	150	7	
Healthcare Reflection	150	7	
Discussions	Points	Module/Week Due	Due Date
Introduction	0	1	Initial Post
Discussion 1	110	1	Wednesdays 11:59 PM EST
Discussion 2	110	2	Responses
Discussion 4	110	4	Sunday 11:59 PM EST
Discussion 8	100	8	

Total Points: 1000

Academic Dishonesty

See the Nursing Student Policy Manual 2020 Revised June 2020.docx, HCC Student Handbook, and the HCC Catalog for more information. Reference: HCC Code for Student Conduct and Disciplinary Procedure.

The attributes of honesty, personal integrity and accountability are expected in the nursing profession. Students shall not attempt to deceive or mislead an instructor from their assessment of an honest and equitable grade. All forms of academic dishonesty including, but not limited to, cheating, plagiarism fabrication of information and leaving the browser site at any time during a computerized exam. Any of these or additional actions that violate the HCC Code of Conduct and/or the Nursing program Student Handbook policies will result in termination from the nursing program.

A student may be terminated from the Nursing program for inappropriate, unprofessional behavior or conduct outside of the policies of the HCC Nursing program, Health Sciences division, or HCC Student Policy manual. Unprofessional behavior encompasses behaviors which are disrespectful or harmful in any manner towards a peer, faculty, or staff member(s) at HCC, clinical or community site or patient and or family member that the student is assigned to. Termination from HCC, the Nursing program or the clinical site may be the result of this type of behavior.

Students are bound by all policies outlined in the HCC student manual regarding student conduct. An infraction of any HCC or Nursing student policies will result in:
- The student will meet with their faculty and an administrator to discuss the infraction.
- At that time the student will be counseled, and an action plan developed. This meeting will result in the student receiving disciplinary action up to and including dismissal from the program.
- Referral to the Dean of Student Services for HCC Code of Conduct violations.

Course Attendance and Late Work

You are expected to adhere to the course attendance policy by completing weekly assignments and participating in course discussions. For online courses, recommended information includes expectations that students are to be consistently active in the online course site. Examples can include frequency of checking Canvas (i.e., you should login to Canvas and check discussions, news, etc. at least 3 times a week), and other participation requirements through the Canvas discussion board, synchronous meetings, chat boards, field work, clinical assignment, etc. Include details on how you define attendance in the online environment.

Assignments must be submitted by the date and time indicated on the course syllabus.

Courses are set up in weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Canvas. Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after three days. Faculty will have up to seven days to evaluate and post the score of the assignment.

Late Assignment Submission Consequence

- Up to 24 hours after due date   5% off assignment total possible
- Over 24 –to 48 hours after due date   10% off assignment total possible
- Over 48 -to 72 hours after due date*   15% off assignment total possible
- > 72 hours after due date*   A score of zero (0). Student must contact faculty for collaboration and guidance.

* Does not apply to weekly discussion activities.

If the faculty member gives extensions due to ADA accommodations, the new deadline must be at least two days prior to the grade due date listed on the college academic calendar to allow for assessment by the instructor. If additional time is required, the student and instructor should consider an Incomplete for the course. Resubmissions will not be allowed.

Make-up Exam/Quiz Policy

Students are expected to take all exams and quizzes as scheduled. A student who will be late for or misses an exam or quiz is expected to notify faculty in advance. The decision to offer a make-up exam or quiz will be at the discretion of the course faculty member in collaboration with the program director/dean.

The number of make-up exams or quizzes per term may be limited. The make-up exam or quiz may be different from the originally administered version and standardized reporting for feedback regarding the exam may be unavailable. The program director/dean must approve any change in the scheduling of the last exam administered in the course.

Written Assignments

Students will be required to submit written assignments. Graded assignments cannot be resubmitted. Failure to submit a written assignment and/or consistent lateness may result in a grade of "0" or "F".

All writing for this course (i.e., discussion board postings, emails, and submitted assignments) should reflect the attributes of college-level academic writing, including clarity, precision, and proper attribution. Please check all work for errors in spelling, punctuation, and mechanics before submission. Students should utilize Grammarly and other tools to assure their work is error-free. Different assignments call for different styles of writing. Please refer to the assignment rubric and/or instructor guidelines for specific requirements. In many cases, such as some discussion board postings, a less formal voice may be used at the instructor's discretion. In other cases, a more formal voice with proper APA formatting may be required. Please check the rubric or assignment grading criteria and if you are unsure, ask your instructor for clarification.

American Psychological Association (APA)

The Nursing courses at Hillsborough Community College require students to follow the style guidelines of the American Psychological Association (APA). APA publications are available to assist the student in conforming to these styles. All papers submitted in this course will be required to meet APA specifications for format and style as describe in the current edition. The HCC Library provides online style guides for both these citation styles: https://www.hccfl.edu/support-services/libraries

Student Resources

The college offers many resources to support achievement and success. Please see the **HCC Student Catalog** for information to include disability and academic accommodations, faculty advising, the Academic Success Center, the college library, and technical support.

Academic Success Center

The Academic Success Center is a place for students to learn, improve their chances of success, and build a stronger connection to the college experience. We provide opportunity for students to participate in active collaborative learning in order to encourage effective study skills, critical thinking, and independent learning. Review the hours and resources available through the Academic Success Center.

In support of HCC's mission, Academic Success Centers (ASCs) provide tutoring services, learning environments, and resources designed to empower students to become successful, independent learners. We provide free, one-on-one assistance in a variety of subjects. Resources and hours vary by campus, but current HCC students are welcome. Writing tutoring is available through online appointments.

Please visit the Writing, Grammar, and EAP Resource website for additional assistance on grammar, mechanics, style guides, and essays: https://hccfl.sharepoint.com/sites/students-asc/SitePages/Writing,-Grammar,-and-EAP-Resources.aspx

SmarThinking

SmarThinking is a 24/7 online tutoring service to students at Hillsborough Community College providing online tutoring and increased access to quality learning tools. You can:

- Connect with an e-instructor and interact with a live tutor.
- Submit your writing to receive feedback.
- Submit a question to receive a reply from a tutor.

To access, you can click the SmarThinking link within our Canvas course or click the SmarThinking link located in the list of HawkNet resources. Please use your NetID and password to access.

Technological Assistance

Should you experience technological problems during the course, you should contact HCC Live Help Desk (1-877- 736-2575) to open a ticket and to resolve your problem.

Course Outline/Schedule

Any changes to this syllabus will be communicated to the student in writing.

Module Topic	Module Objectives (CO Alignment)	Learning Materials (MLO Alignment)	Activities (MLO Alignment)	Assessments (MLO Alignment)
Module 1: Culture Shock and Studying Abroad	1. List the culture shock that may be encountered when travelling abroad. (CLO # 2) 2. Discuss ways to cope with culture shock when travelling at a local, state, or national level. (CLO # 2)	**Article**: Coping – More than a Trip (MLO #1, 2) **Article**: Cultural Shock in Study Abroad (MLO #1) **Article**: The Highs and Lows of a Cultural Transition (MLO #1, 2) **Article**: Reverse Culture Shock (MLO #1) **Web Resources**: Ecudor Culture Shock (MLO #1)	**H5P**: Culture Shock when Studying Abroad (MLO 1, 2)	**Discussion**: Introduction **Discussion**: Culture Shock (MLO #1,2)

1.

Module 2: Study Abroad Experience and Transcultural Concepts - Week 1 Module 3: Study Abroad Experience and Transcultural Concepts - Week 2	1. Discuss healthcare delivery in selected country (CLO #1) 2. Discuss observed health status of the people in selected country (CLO #2) 3. Discuss cultural adaptations for interacting with the people in selected country (CLO #4)	**In Person:** Clinical Teaching (MLO #1, 2, 3)	**Travel Schedule**	**Journal:** Study Abroad Experience (MLO #1, 2, 3) **Clinical Experience** (MLO # 1, 2, 3)

| Module 4: Intro to Global Healthcare Delivery Systems | 2. Identify why culture is important in working with patients, families, health care workers and groups within a community. (CLO # 2)

4. Discuss the concepts of global health, global nursing, and globalization (CLO # 1) | **Article**: Defining the global health system and systematically mapping its network of actors (MLO #2)

Article: Ecuador Poverty Statistics (MLO #1)

Presentation: Achieving the United Nations 2030 Sustainable Development Goals (MLO #2)

Article: The Sustainable Health Agenda for the Americas 2018–2030 (MLO #2)

Article: Universal Health Coverage in Rural Ecuador: A Cross-sectional Study of Perceived | **Slide Deck w/ Knowledge Checks**: Country of Focus (MLO #1)

H5P: Global Health & Culture (MLO #1, 2)

Knowledge Checks (MLO #1) | **Discussion**: USA Health and Country Focus Perceptions (MLO #1, 2) |

		Emergencies (MLO #1)		

| Module 5: Cultural Beliefs and Effects on Health | 1. Analyze how culture may influence your interactions with patients, families and groups in your nursing practice (CLO # 2)

 2. Discuss major barriers to Culture in health care (CLO #1, 2) | **Article**: Culture, Behavior and Health (MLO #1, 2)

 Article: Genetics Ancestry and Ethnic Identity in Ecuador (MLO #1, 2)

 Article: Corruption and COVID 19 in Ecuador (MLO #1, 2)

 Article: COVID 19 Research in Ecuador (MLO #1)

 Article: Medical Ethics Research (MLO #1)

 Web: Young Doctors in Ecuador (MLO #1) | **H5P**: Cultural Influences On Health (MLO #1)

 H5P: Cultural Groups & Norms of the People of Ecuador (MLO #2) | **Discussion**: Health Care Beliefs (MLO #1, 2)

 Journal: Submission |
| Module 6: Health Status on | 1. Compare the health indicators in the USA and | **Article**: Global Reference List of 100 Core Health Indicators (MLO #1) | **H5P**: Study Abroad Orientation & Travel Tips (Module 4 Prep) | **Essay**: Health Care Comparison (MLO #1) |

Country of Focus	two other countries that affect health system performance (CLO # 1, 3)	**Article**: Cross-national comparisons of health indicators require standardized definitions and common data sources (MLO #1) **Article**: Health Indicators: Conceptual and Operational Considerations (MLO #1) **Videos**: Getting to Know Health Indicators (MLO #1)	
Module 7: Analysis of Country of Focus: Health Status and Healthcare Delivery System	1. Compare observed health status with the statistical health status of the people in the selected country (CLO # 5) 2. Compare observed legal ethical, nutrition, methods of health teaching with previous perceptions	**Web Resource**: A Global Profile of Nursing Regulation, Education, and Practice (MLO #1, 2) **Article**: Regulation of Nursing Practice in the Region of the Americas (MLO # 2) **Article:** Use of Info Technology of Ecuador Nurses (MLO #2) **Resource:** Nursing Practice Act (MLO #2)	**Essay**: Health Care Reflections (MLO # 1, 2)

		of the people in the selected country (CLO #5)		
Module 8: Reflection	1. Reflect on the impact of culture on the everyday lives of the people in the selected country (CLO #2) 2. Reflect on the impact of the study abroad experience on current nursing practice (CLO #4)	**Article**: Health Professional Experiences with Short Term Missions (MLO #2) **Article**: Professional Ethical Framework for Medical Missions (MLO #2) **Web Resource**: Contemplation in Action: Lessons from Medical Mission Work (MLO #1, 2) **Article**: Study of Short-term Study Abroad for Nursing Students (MLO #2) **Article**: Impact of Nursing Students in Ecuador (MLO # 1, 2)	**Discussion**: Abroad Impacts (MLO #1, 2)

Hillsborough Community College RN to BSN Completion Program

Syllabus Nur 3955C Nursing in Global Health Systems (Study Abroad)

Course Information

Course Name	Transcultural Healthcare in an International Setting (Study Abroad)
Course Number	**Nur 2650C**
Course Section Number	
Semester Credit Hours	3 credit hours (1 lecture, 2 clinical)
Course Start and End Dates	
Course Format	Online (DLONL) & In-person: study abroad

Instructor Information

Instructor's Name	**Kathryn Smith, DNP, MS, RN**
Instructor's Office Location	Virtual: Canvas or MS Teams – see Orientation module
Instructor's Office Hours	**Virtual, available on request**
Instructor's E-mail Address	**ksmith@hccfl.edu**
Instructor's Phone Number	**813-253-7227**
Program Director/Dean	

Course Description

The purpose of this course is to introduce students to global health care systems and models, and their influence on health disparities and delivery of healthcare. A major focus of this course is for students to critically think about and discuss health and health care within a global environment. Nursing students will be exposed to the health disparities that exist in the United States and countries around the world, and some of the efforts by individuals, groups, organizations, and countries to deal with disparities. In addition, students will be provided with information and tools that nurses and nursing can use to confront health and health care challenges.

This course is offered in a hybrid format combining on-line instruction with an In-country clinical component. Students are required to complete on-line theoretical content before leaving for their in-country experience and again upon their return. Students will travel to supervised sites in selected country for direct exposure to theoretical concepts as well as "hands on" clinical experiences.

Program Student Learning Outcomes

Upon completion of the program, students will be able to:
1. Implement patient centered care which recognizes the client or designee as a full partner.
2. Utilize scientific research and evidence-based protocols to inform decision making in nursing.
3. Analyze information and data to advance nursing practice within the healthcare system.
4. Communicate effectively with interdisciplinary team members, clients, and their support systems.
5. Apply leadership skills in decision making and provision of high-quality patient care.
6. Demonstrate professional values in the practice of nursing.

Course Intended Outcomes

1. Examine global health systems, service delivery, factors influencing care and policy decisions, health disparities, and evidence-based care at local, state, national, and global levels. (Examine)
2. Analyze the impact of cultural, societal, legal, and political factors, and ethical considerations, influencing healthcare policies, service delivery, economics and health disparities at local, state, national, and global levels (Analyze)
3. Use technological systems and appropriate software to access local, state, national, and global information about healthcare political environments, including local, state, national, and global systems (Apply)
4. Apply the transcultural healthcare concepts when interacting with the people across the lifespan of the selected country by participating in the clinical activities. (Apply)
5. Analyze cultural influences on healthcare for the selected country in the areas of: teaching-learning, communication, legal-ethical, nutrition and other areas identified specifically for the selected country, such as, environment, history, etc. (Analyze)

Course Prerequisites

Admittance to the HCC ADN program or the HCC RN to BSN program

Course Text and Other Required Materials

Online resources published in the canvas course

Attendance Policy, Drop and Withdraw

WN: During the first week of class, it is the student's responsibility to complete assignments or to contact the instructor. If you do not, you will be withdrawn for non-attendance.

- Last Date to Drop with Refund: Week 1, day 5
- Last Date to Withdraw Without Refund: Week 4, day 5

Consequences of Dropping or Withdrawing: Dropping or withdrawing may have an impact on financial aid, veteran's benefits, or international student visa status. Students are encouraged to consult with a financial aid, the VA certifying official, or the international student advisor, as appropriate, prior to dropping or withdrawing from class.

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- Please refer to the assignment rubric and/or instructor guidelines for specific requirements.

Assignments and Grading

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Grading

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Total Points: 1000

Academic Dishonesty

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- Referral to the Dean of Student Services for HCC Code of Conduct violations.

Course Attendance and Late Work

You are expected to adhere to the course attendance policy by completing weekly assignments and participating in course discussions. For online courses, recommended information includes expectations that students are to be consistently active in the online course site. Examples can include frequency of checking Canvas (i.e., you should login to Canvas and check discussions, news, etc. at least 3 times a week), and other participation requirements through the Canvas discussion board, synchronous meetings, chat boards, field work, clinical assignment, etc. Include details on how you define attendance in the online environment.

Assignments must be submitted by the date and time indicated on the course syllabus.

Courses are set up in weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Canvas. Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after three days. Faculty will have up to seven days to evaluate and post the score of the assignment.

Late Assignment Submission Consequence

- Up to 24 hours after due date   5% off assignment total possible
- Over 24 –to 48 hours after due date   10% off assignment total possible
- Over 48 -to 72 hours after due date*   15% off assignment total possible
- > 72 hours after due date*   A score of zero (0). Student must contact faculty for collaboration and guidance.

* Does not apply to weekly discussion activities.

If the faculty member gives extensions due to ADA accommodations, the new deadline must be at least two days prior to the grade due date listed on the college academic calendar to allow for assessment by the instructor. If additional time is required, the student and instructor should consider an Incomplete for the course. Resubmissions will not be allowed.

Make-up Exam/Quiz Policy

Students are expected to take all exams and quizzes as scheduled. A student who will be late for or misses an exam or quiz is expected to notify faculty in advance. The decision to offer a make-up exam or quiz will be at the discretion of the course faculty member in collaboration with the program director/dean.

The number of make-up exams or quizzes per term may be limited. The make-up exam or quiz may be different from the originally administered version and standardized reporting for feedback regarding the exam may be unavailable. The program director/dean must approve any change in the scheduling of the last exam administered in the course.

Written Assignments

Students will be required to submit written assignments. Graded assignments cannot be resubmitted. Failure to submit a written assignment and/or consistent lateness may result in a grade of "0" or "F".

All writing for this course (i.e., discussion board postings, emails, and submitted assignments) should reflect the attributes of college-level academic writing, including clarity, precision, and proper attribution. Please check all work for errors in spelling, punctuation, and mechanics before submission. Students should utilize Grammarly and other tools to assure their work is error-free. Different assignments call for different styles of writing. Please refer to the assignment rubric and/or instructor guidelines for specific requirements. In many cases, such as some discussion board postings, a less formal voice may be used at the instructor's discretion. In other cases, a more formal voice with proper APA formatting may be required. Please check the rubric or assignment grading criteria and if you are unsure, ask your instructor for clarification.

American Psychological Association (APA)

The Nursing courses at Hillsborough Community College require students to follow the style guidelines of the American Psychological Association (APA). APA publications are available to assist the student in conforming to these styles. All papers submitted in this course will be required to meet APA specifications for format and style as describe in the current edition. The HCC Library provides online style guides for both these citation styles: https://www.hccfl.edu/support-services/libraries

Student Resources

The college offers many resources to support achievement and success. Please see the **HCC Student Catalog** for information to include disability and academic accommodations, faculty advising, the Academic Success Center, the college library, and technical support.

Academic Success Center

The Academic Success Center is a place for students to learn, improve their chances of success, and build a stronger connection to the college experience. We provide opportunity for students to participate in active collaborative learning in order to encourage effective study skills, critical thinking, and independent learning. Review the hours and resources available through the Academic Success Center.

In support of HCC's mission, Academic Success Centers (ASCs) provide tutoring services, learning environments, and resources designed to empower students to become successful, independent learners. We provide free, one-on-one assistance in a variety of subjects. Resources and hours vary by campus, but current HCC students are welcome. Writing tutoring is available through online appointments.

Please visit the Writing, Grammar, and EAP Resource website for additional assistance on grammar, mechanics, style guides, and essays: https://hccfl.sharepoint.com/sites/students-asc/SitePages/Writing,-Grammar,-and-EAP-Resources.aspx

SmarThinking

SmarThinking is a 24/7 online tutoring service to students at Hillsborough Community College providing online tutoring and increased access to quality learning tools. You can:
- Connect with an e-instructor and interact with a live tutor.
- Submit your writing to receive feedback.
- Submit a question to receive a reply from a tutor.

To access, you can click the SmarThinking link within our Canvas course or click the SmarThinking link located in the list of HawkNet resources. Please use your NetID and password to access.

Technological Assistance

Should you experience technological problems during the course, you should contact HCC Live Help Desk (1-877- 736-2575) to open a ticket and to resolve your problem.

Course Outline/Schedule

Any changes to this syllabus will be communicated to the student in writing.

Module Topic	Module Objectives (CO Alignment)	Learning Materials (MLO Alignment)	Activities (MLO Alignment)	Assessments (MLO Alignment)
Module 1: Culture Shock and Studying Abroad	1. List the culture shock that may be encountered when travelling abroad. (CLO # 2) 2. Discuss ways to cope with culture shock when travelling at a local, state, or national level. (CLO # 2)	**Article**: Coping – More than a Trip (MLO #1, 2) **Article**: Cultural Shock in Study Abroad (MLO #1) **Article**: The Highs and Lows of a Cultural Transition (MLO #1, 2) **Article**: Reverse Culture Shock (MLO #1) **Web Resources**: Ecudor Culture Shock (MLO #1)	H5P: Culture Shock when Studying Abroad (MLO 1, 2)	**Discussion**: Introduction **Discussion**: Culture Shock (MLO #1,2)

1.

		In Person: Clinical Teaching (MLO #1, 2, 3)	Travel Schedule	Journal: Study Abroad Experience (MLO #1, 2, 3)
Module 2: Study Abroad Experience and Transcultural Concepts - Week 1 Module 3: Study Abroad Experience and Transcultural Concepts - Week 2	1. Discuss healthcare delivery in selected country (CLO #1) 2. Discuss observed health status of the people in selected country (CLO #2) 3. Discuss cultural adaptations for interacting with the people in selected country (CLO #4)			Clinical Experience (MLO # 1, 2, 3)

| Module 4: Intro to Global Healthcare Delivery Systems | 2. Identify why culture is important in working with patients, families, health care workers and groups within a community. (CLO # 2)

4. Discuss the concepts of global health, global nursing, and globalization (CLO # 1) | **Article:** Defining the global health system and systematically mapping its network of actors (MLO #2)

Article: Ecuador Poverty Statistics (MLO #1)

Presentation: Achieving the United Nations 2030 Sustainable Development Goals (MLO #2)

Article: The Sustainable Health Agenda for the Americas 2018–2030 (MLO #2)

Article: Universal Health Coverage in Rural Ecuador: A Cross-sectional Study of Perceived | **Slide Deck w/ Knowledge Checks:** Country of Focus (MLO #1)

H5P: Global Health & Culture (MLO #1, 2)

Knowledge Checks (MLO #1) | **Discussion:** USA Health and Country Focus Perceptions (MLO #1, 2) |

Emergencies (MLO
#1)

| Module 5: Cultural Beliefs and Effects on Health | 1. Analyze how culture may influence your interactions with patients, families and groups in your nursing practice (CLO # 2) 2. Discuss major barriers to Culture in health care (CLO #1, 2) | **Article**: Culture, Behavior and Health (MLO #1, 2) **Article**: Genetics Ancestry and Ethnic Identity in Ecuador (MLO #1, 2) **Article**: Corruption and COVID 19 in Ecuador (MLO #1, 2) **Article**: COVID 19 Research in Ecuador (MLO #1) **Article**: Medical Ethics Research (MLO #1) **Web**: Young Doctors in Ecuador (MLO #1) | **H5P**: Cultural Influences On Health (MLO #1) **H5P**: Cultural Groups & Norms of the People of Ecuador (MLO #2) | **Discussion**: Health Care Beliefs (MLO #1, 2) **Journal:** Submission |
| Module 6: Health Status on | 1. Compare the health indicators in the USA and | **Article**: Global Reference List of 100 Core Health Indicators (MLO #1) | **H5P**: Study Abroad Orientation & Travel Tips (Module 4 Prep) | **Essay**: Health Care Comparison (MLO #1) |

Country of Focus	two other countries that affect health system performance (CLO # 1, 3)	**Article**: Cross-national comparisons of health indicators require standardized definitions and common data sources (MLO #1) **Article**: Health Indicators: Conceptual and Operational Considerations (MLO #1) **Videos**: Getting to Know Health Indicators (MLO #1)	
Module 7: Analysis of Country of Focus: Health Status and Healthcare Delivery System	1. Compare observed health status with the statistical health status of the people in the selected country (CLO # 5) 2. Compare observed legal ethical, nutrition, methods of health teaching with previous perceptions	**Web Resource**: A Global Profile of Nursing Regulation, Education, and Practice (MLO #1, 2) **Article**: Regulation of Nursing Practice in the Region of the Americas (MLO # 2) **Article**: Use of Info Technology of Ecuador Nurses (MLO #2) **Resource**: Nursing Practice Act (MLO #2)	**Essay**: Health Care Reflections (MLO # 1, 2)

		of the people in the selected country (CLO #5)	
Module 8: Reflection	1. Reflect on the impact of culture on the everyday lives of the people in the selected country (CLO #2) 2. Reflect on the impact of the study abroad experience on current nursing practice (CLO #4)	**Article**: Health Professional Experiences with Short Term Missions (MLO #2) **Article**: Professional Ethical Framework for Medical Missions (MLO #2) **Web Resource**: Contemplation in Action: Lessons from Medical Mission Work (MLO #1, 2) **Article**: Study of Short-term Study Abroad for Nursing Students (MLO #2) **Article**: Impact of Nursing Students in Ecuador (MLO # 1, 2)	**Discussion**: Abroad Impacts (MLO #1, 2)