

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Nursing/ Gender Studies Date 2-15-2011

Course No. or Level 200 Title Women's Health and Society

Semester hours 3 Clock hours: Lecture 3 **(On-line)** Laboratory 0

Prerequisites Sophomore Status or higher

Enrollment expectation 15

Indicate any course for which this course is a (an)

Modification N/A  
(proposed change in course title, course description, course content or method of instruction)

Substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature Ruth Wittmann-Price

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2012

Date of School/Department approval \_\_\_\_\_

Catalog description: Discusses the historical, physiological, social, cultural, emotional, and spiritual issues affecting women's health. It integrates current health care findings including a maturational perspective with a systems approach. The course will explore empowering and emancipating ways to utilize health care services and develop a proactive wellness agenda.

Purpose:       1.       This course is developed for any student interested in health and / or how gender affects healthcare access, treatment, and decision-making.  
              2.       This course should encourage the learner to look beyond the social norms when considering healthcare options and integrate a holistic perspective.

Teaching method planned: Lecture, discussion/dialogue, interactive group activity, peer review, computer research, videotapes, critical thinking exercises, on-line classes, on-line testing, computer concept mapping

Textbook and/or materials planned (including electronic/multimedia): Condon, M. C. (2004). *Women's health: An integrated approach to wellness and illness*. Upper Saddle river, NJ: Pearson Education, Inc. (ISBN#: 0-83859648-7)

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

This course will discuss how social norms play a role in determining the standards for women's healthcare. It will give an historical overview of how women's social rights have paralleled women gaining healthcare access. The course will discuss specific women's healthcare topics that occur on a developmental continuum such as relationships, sexual health, pre-conceptual, conceptual, post conceptual and menopausal health. Spiritual and holistic aspects of healthcare topics will be included. Decisional science about women's healthcare issues will be integrated into the content towards the end of the course.

**When completed, forward to the Office of the Provost.**

9/03



**Department of Nursing**

*"Imagine that we conjure up a world that is safe for mothers and daughters" –  
Louise Bernikow*

- I. COURSE TITLE:** NURS 2##/ Gender Studies: Women's Health and Society  
**CREDIT HOURS:** Theory: Three Credits (3 hours/week)  
**DAY/TIME:** On-line  
**OFFERED:** Spring Semester  
**INSTRUCTOR:** Ruth Wittmann-Price, PhD, RN, CNS, CNE  
**Office Location:** Lee Nursing building Room 122  
**Phone:** 843.661.4625  
**Office Hours:** M- F: 8 - 5  
**E-Mail Office:** [rwittmannprice@fmarion.edu](mailto:rwittmannprice@fmarion.edu) (best way to contract me)

**TEXTS: Required:**

Condon, M. C. (2004). *Women's health: An integrated approach to wellness and illness*. Upper Saddle River, NJ: Pearson Education, Inc. (ISBN#: 0-83859648-7)

**PREREQUISITES:** Sophomore status or above

**COURSE DESCRIPTION:** This course discusses the historical, physiological, social, cultural, emotional, and spiritual issues affecting women's health. There is an integration of current health care findings through a lifespan or maturational perspective. This course will explore empowering and emancipating methods to utilize health care services, make healthcare decisions, and develop a proactive wellness agenda.

- II. LEARNING OUTCOMES:** At completion of this course the student will be able to:
1. Recognize the impact gender plays in the health-illness continuum of individuals and society;
  2. Describe the cultural and spiritual significance of gender issues through a historical perspective based on critical social theory and feminist theory;
  3. Analyze personal and community-based values systems in promoting and/or maintaining the health of women;
  4. Access relevant and credible health information using a variety of instructional resources including web-based information;
  5. Discuss elements of feminine diversity and challenge stereotypical roles of women; and
  6. Synthesize concepts of decisional science and women's healthcare choices.

**III. TEACHING METHODS:** Computer lecture, discussion/dialogue, interactive group activity, peer review, computer research, videotapes, critical thinking exercises, on-line classes, on-line testing, and computer concept mapping

- IV. EVALUATION:** Evaluated will be based upon the following methods:  
**COURSE REQUIREMENTS:**

- |    |                                       |     |
|----|---------------------------------------|-----|
| 1. | Class/ discussion board participation | 15% |
| 2. | Wellness journal                      | 15% |
| 3. | Interview and story                   | 15% |
| 4. | Media exercise                        | 10% |
| 5. | Scholarly paper                       | 25% |
| 6. | Group presentations (peer evaluated)  | 20% |

**GRADING POLICY:**

<b>Alphabetic</b>	<b>Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

**Rounding**

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

**Course Assignments, Grades, Blackboard**

Instructions pertaining to course assignments, course evaluation criteria and grades will be communicated via Blackboard. Grades will be posted in Blackboard and will not be communicated via telephone per Francis Marion University policy. If a student is having a problem with their e-mail communication, the student should contact the instructor and the computer center to identify and correct the problem immediately.

**Americans with Disabilities Act (ADA)**

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition) and refer to the ADA policy for the Department of Nursing in the *Student Handbook*.

**Student Responsibilities**

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, *the University Student Handbook*, and the *Department of Nursing Student Handbook*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

**Academic Dishonesty**

See Standards of Conduct found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Student Handbook: Academic Integrity*.

### **Code of Ethics**

The Department of Nursing subscribes to the “Code of Student Conduct” as defined in the ”Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog*.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Student Handbook* for further computer, email, and hand-held device information.

### **E-mail and Blackboard Requirements:**

Detailed information regarding assignments and requirements will be communicated to the class via Francis Marion e-mail and Blackboard. Students are responsible for checking their e-mail and Blackboard announcements regarding course assignments and changes in class schedule.

### **Blackboard:**

Students are required to be proficient in the use of Blackboard Learning Systems and self-enroll into the course.

### **Disclaimer**

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

## **TOPICAL OUTLINE**

<b>Week</b>	<b>Topic</b>	<b>Corresponding Readings</b>	<b>Assignments Due</b>
1. Synchronous session	Course orientation On-line tutorial for course applications Grading rubrics and assignment expectations		

2. Asynchronous Session	Health, Society and Women	Chapters 1 & 2	Discussion board Journal entry
3. Asynchronous Session	Healthcare and women	Chapters 9 & 10	Discussion board Journal entry
4. Asynchronous Session	Stress	Chapter 7	Discussion board Journal entry
5. Asynchronous Session	Healthy relationships	Chapter 8	Discussion board Journal entry Interview Due
6. Synchronous session	Holistic healthcare	Chapter 11	Discussion board Journal entry
7. Asynchronous Session	Abuse	Chapters 4 and 25	Discussion board Journal entry
8. Asynchronous Session	Nutrition and rest	Chapters 3 & 6	Discussion board Journal entry
9. Asynchronous Session	Sexual health	Chapter 22	Discussion board Journal entry Media Assignment due
10. Asynchronous Session	Spiritual & psychological wellness	Chapters 26 & 27	Discussion board Journal entry
11. Asynchronous Session	Pre-conceptual and menopausal health	Chapters 17 & 24	Discussion board Journal entry
12. Synchronous session	Women's decision-making about healthcare issues	Articles (see bibliography)	Discussion board Journal entry Scholarly paper due
13. Synchronous session	Group presentations		
14. Synchronous session	Group presentations		
15. Synchronous session	Group presentations		

### GRADING RUBRICS

<b>Class/ discussion board participation</b>				
<b>1 point</b>	<b>.75</b>	<b>.50</b>	<b>.25</b>	<b>0</b>
Present and contributed meaningfully to discussion	Present and contributed mostly to the discussion	Present and contributed at points	Present but barely contributed	Not present

Discussion board participation may include other minor assignments such as an extra reading or web site to visit in order to enhance the discussion.

<b>Journal Writing</b>
Journal writing will be done in response to guided direction, reflections of individual learning.

Content might include new ideas, new insights, thoughts or feelings, paradoxes, experiences, poetry, art, etc. Writing is done in free style and dialogical. Journals are submitted every week. Some weeks learners will be asked to submit editorials, articles, poetry etc of significance to women and write their response to the piece. Journals are graded on completeness and expression of thought, not content.		
<b>11- 15 points</b>	<b>6- 10</b>	<b>0 – 5</b>
All entries are complete and appropriate	One or two entries are missing	More than two entries are missing

<b>Interview and Story</b>		
<p>This interview and story writing is to give a woman the opportunity to share her experience, it will give her a voice. The story is written as a narrative, one that represents her story using a fictitious name. Because you are writing the story it will be written somewhat from your point of view, and therefore includes interpretation. When writing the story please concentrate on what is heard and record the meaning the woman is telling you. Go back later and correct it for grammar and spelling. This story writing will give you an experience to reflect, share, dialogue, listen and grow while learning from the woman who is telling you her lived experience.</p> <p><u>Specifics:</u>          Select a woman to interview that has used the healthcare system in the past for a woman’s healthcare issues;          Develop a list of appropriate questions and have the instructor review them prior to the interview;  <i>Some questions to start are:</i>          I would like to learn about your experience with the healthcare system, I know that it is sometimes difficult to remember events and feeling but anything you can remember will be helpful.          Why did you seek healthcare and what signals did your body give you that made you know that you needed to seek healthcare?          What was it like to be told.....?          How did you learn more about ....?          Looking back – how does it all seem now?          Reassure the woman that her name will not be used. Ask permission to tape record it so you can re-listen.          Write a personal response to the story and your feelings about conducting the interview.</p>		
<b>11- 15 points</b>	<b>6- 10</b>	<b>0 – 5</b>
Story is complete and recorded well in the woman’s voice. It has a beginning, middle and end. The story is descriptive, open. Your response is included.	Story is partially done. All elements present but lack completeness and reflection.	Story is lacking in depth or elements are missing.

<b>Media Exercises</b>
This exercise is to develop an awareness of how women are portrayed in the media. Identify 6 to 10 media advertisements with a specific theme such as sports, clothing, feminine products. The media examples can be from any form of public media. Reflect on the image of the woman in

the media pieces. Consider:

Position of the woman or women in reference to others and her own stance

Characteristics of the woman – color, age, race, body build, social role, behavior

Diagnose the advertisement – who is it appealing to? Why? How?

<b>Scholarly Paper</b>	
Select a topic in women’s health, you can use your interview as part of the background section if you would like. 5-8 pages in APA format. It is suggested that you visit the Writing Center for assistance.	
Introduction Paragraph – provide the basis for your chosen topic.	10%
Describe the condition thoroughly – background section	30%
Discuss the condition from the perspective of a woman and support your arguments with readings, testimonials, etc.	20%
Summarize your findings to reflect what is important to women with the condition	20%
Grammar and references	10%
APA	10%

**Group Presentations:** A list of healthcare topics will be provided to choose from. Other topics will be considered. The topics are gender-based healthcare issues and are presented in the on-line classroom. They are approximately 20 minutes in length and can be done in any method such as ppt., case study, vignette, gaming, etc.

<b>Group Presentations: Peer Evaluation</b>			
	<u><b>Above Standard</b></u>	<u><b>At Standard</b></u>	<u><b>Below Standard</b></u>
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Topic/Significance</b>	Fully explained topic and national or international significance	Explained topic somewhat and had some explanation of significance	Either did not fully explain topic or did not show how significant
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Causes/Circumstances</b>	Fully explained root causes of problem as well as historic, socio-economic and	Explained root causes somewhat and had little or no circumstantial factors	Did not explain either root causes or circumstantial factors



	other circumstances		
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Solutions</b>	Addressed solutions from literature, suggested own solutions, and discussed resources needed	Addressed solutions from literature and either suggested own solutions or discussed needed resources	Addressed solutions from literature only or did not address any solutions
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Presentation</b>	Informed when relaying material without referencing notes, used computer generated or handmade visuals	Informed while referencing notes, used computer generated or handmade visuals	Unable to accurately relay material and/or did not use visuals
	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Sources</b>	Provided list of references in APA format, used various types of sources including websites	Provided list of references, however formatting was incorrect and/or sources were inadequate	Did not provide sources
<b>Overall Grade/Comments</b>	Comments:		<b>TOTAL:</b>

### Group Contribution Evaluation

Attribute	(3)	(2)	(1)
<b>Assistance</b>	Completed an equal share of work and strived to maintain equity among members	Contributed some, but others obviously contributed more	Contributions were insignificant or nonexistent
<b>Attitude</b>	Always had a positive attitude towards group and project	Often/usually had a positive attitude towards group and project	Never/rarely had a positive attitude towards group and project
<b>Attendance</b>	Always attended group meetings and/or responded to communication	Usually attended on-line group meetings and/or responded to communication	Never/rarely attended on-line group meetings and/or responded to communication

Self	Assistance	Attitude	Attendance	Total

Group Member Name	Assistance	Attitude	Attendance	Total

Group Member Name	Assistance	Attitude	Attendance	Total

Group Member Name	Assistance	Attitude	Attendance	Total

Group Member Name	Assistance	Attitude	Attendance	Total

Group Member Name	Assistance	Attitude	Attendance	Total

Scores given by group:  
 Overall Individual Score: /15

**Selected References**

Wittmann-Price, R. A. & Fisher, K. M. (December, 2009). Patient Decision Aids: Tools for patients and professionals. *AJN*, 109(12), 60-64.

Wittmann-Price, R. A. & Bhattacharya, A. (July/Sept. 2008). Reexploring the subconcepts of the Wittmann-Price Theory of Emancipated Decision-making in Women’s Healthcare. *Advances in Nursing Science*, 31(3), 225-236.

Wittmann-Price, R. A. (Fourth quarter 2006). Exploring the subconcepts of the Wittmann-Price Theory of Emancipated Decision-making in Women’s Health Care. *Journal of Nursing Scholarship*. 38(4), 377-382.

Wittmann-Price, R. A. (January 2004). Emancipation in Decision-making in women’s health care. *Journal of Advanced Nursing*, 47, 437–445.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
 NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School \_\_\_\_\_Nursing\_\_\_\_\_ Date\_\_2/8/11\_\_\_\_\_

\_\_\_\_\_

Course No. or Level\_400\_\_\_\_\_Title\_\_Transcultural Nursing

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Semester hours\_\_3\_\_\_\_\_Clock hours: Lecture\_\_\_\_1\_\_\_\_\_Laboratory\_\_\_\_6\_\_\_\_\_

Prerequisites\_\_all lower division prerequisites; 301, 303, 305, 309

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Enrollment expectation\_\_\_\_\_6\_\_\_\_\_

Indicate any course for which this course is a (an)

modification\_\_\_\_\_N/A\_\_\_\_\_

(proposed change in course title, course description, course content or method of instruction)

substitute\_\_\_\_\_N/A\_\_\_\_\_

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate\_\_\_\_\_N/A\_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description\_\_\_\_Marty Hucks\_\_\_\_\_

Department Chairperson's/Dean's Signature\_\_\_\_\_

Provost's Signature\_\_\_\_\_

Date of Implementation\_Spring 2012\_\_\_\_\_

Date of School/Department approval\_\_\_\_\_

Catalog description:

- Purpose:
1. For Whom (generally?) The course is designed for nursing students who have an interest in learning about nursing and delivery of health care in other cultures.
  2. What should the course do for the student? The course will provide an opportunity to study healthcare systems and cultural values surrounding healthcare using transcultural nursing theory in countries outside the US

Teaching method planned: lecture, seminars, role-play, and immersion trip abroad

Textbook and/or materials planned (including electronic/multimedia): Articles will be assigned

Course Content: Content will include an overview of the country to be visited including its cultural aspects, common health problems, delivery of health care systems, and the nursing profession. There will be discussion/application of transcultural nursing theory and a review of safe foreign travel.

**When completed, forward to the Office of the Provost.**

9/03



## Department of Nursing

<b>Course Title:</b>	<u>Transcultural Nursing</u>
<b>Course Number:</b>	NURS 400
<b>Credit hours:</b>	3
Total class hours:	1 semester hour
Total clinical hours:	6
Day and time the course meets:	TBA
Location:	

**Prerequisites:** To be considered for this course, students must have completed the course work for the first semester of the junior year, be in good standing with the university, and have a minimum GPA of 3.0

**Co-requisites:** none

**Course Coordinator:**

Name: Marty Hucks  
Office Number: LNB 108  
Office Hours: TBA and as needed  
Office Phone: 843.661.1695  
E-mail: [jhucks@farmion.edu](mailto:jhucks@farmion.edu)

**Course Description:** This course is designed to provide an opportunity to study healthcare systems and cultural values surrounding healthcare using transcultural nursing theory in countries outside the U.S.

**Note:** students may be required to pay some or all of travel expenses.

**Learning Outcomes: At the conclusion of this course, the student will be able to:**

1. Communicate in the language of the country to: provide for basic needs (order food and beverages etc.),  
handle foreign currency, greet people, and be polite;
2. Compare and contrast the health care system of another country with that of the U.S.;
3. Discuss the means by which the cultural values of a system may be observed;
4. Apply concepts from transcultural nursing theory to practice;
5. Using transcultural nursing theory, discuss culturally sensitive nursing care for a specified newly emigrated patient to the U.S.;

6. Using transcultural nursing theory, describe an orientation program for a newly emigrated nurse to the U.S. and methods to help the nurse become accustomed to the area; and

7. Demonstrate nursing practice in accord with the ANA Standards for Nursing Practice, the ANA Code of Ethics, and the South Carolina Nurse Practice Act.

### Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre and post conferences.

**Method of Evaluation:** This nursing course has a clinical and classroom component. In order to successfully complete the course, the student must pass both theory and clinical practice.

### Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

**Rounding:** per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to a 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

### Class Criteria:

- |  |              |
|--|--------------|
| 1. One paper to be written before traveling abroad | 40% of grade |
| 2. Class Presentation                              | 40% of grade |
| 3. Participation                                   | 20% of grade |

A daily activity log must be kept while traveling & will include at least three goals that the student wishes to accomplish while outside the US. Logs will be handed in to the faculty at least three times during the two weeks we are abroad. Post clinical/debriefing periods will be held periodically.

The written assignments are due at the assigned date and time. Five points per day will be deducted from the grade for late papers unless prior arrangements are made with the Instructor.

**Clinical Criteria:** Clinical experiences will include working at a health care facility abroad and excursions to various sites.

**Departmental Criteria:** BLS, PPD, and immunization/prophylaxis specific to international travel.

**Attendance Policy:**

Classroom- See *Department of Nursing Student Handbook*

**Disclaimer:** Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

**Textbook/s:** None required. Articles will be assigned.

**Dress Code:** Will be specific to the destination country.

**Americans with Disabilities Act (ADA):**

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student's must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

**A student who is referred to the University's Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center the student must immediately provide documentation to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters. Required Physical and Mental Abilities: You must be able to perform the following on your own or with accommodations:**

**carry and handle your own luggage**

**climb at least two flights of twelve steps each with your back pack.**

**be able to get on and off public transportation (underground trains and above ground buses).**

**walk for 2-3 hours at a time.**

**walk up and down steep hills for at least 45 minutes at a time**

**be able to eat foods that are not American.**

able to tolerate riding in a crowded compartment of an underground train for at least 30 minutes. (Occasionally, we need to travel during peak use hours when transportation systems are extremely crowded)

**Student Regulations:** The University considers all students to be adults who are capable of recognizing their responsibility to the school they have chosen. Consequently, the University has adopted the policy on “Student Rights and Responsibilities” which can be found in the *University Student Handbook*. The Student Handbook is published every year and made available to students on the FMU web page. It is the responsibility of each student to become familiar with the contents, and abide by the policies and procedures.

**Dishonesty:** See Standards of Conduct found in the *University Student Handbook* (current edition on line): Rights and Responsibilities/Standards of Conduct.

**Code of Ethics:** Students must abide by the *Code of Ethics for Nurses with Interpretative Statements* (American Nurses Association, 2010).

**South Carolina Nurse Practice Act:** Students must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

**Computer Use:** Students must have the g.fmarion.edu e-mail address. No other e-mail account will be utilized by faculty to communicate with students. Students must follow the Acceptable Computer Use Policy (*University Student Handbook*). Faculty utilize Blackboard Learning Systems in each nursing course (current edition provided by the University). Students must self-enroll each semester.

**Grievance Procedures:** Refer to the *Department of Nursing’s Student Handbook*.

### Topical Outline

Week/ date	Content: Sub topics	Resources	Evaluation Methods:
One & Two	Introduction to Healthcare System of Foreign Country Passport Application Foreign Country Healthcare System II Transcultural Nursing Theory Introduction to Country, currency, public transportation		Paper  Paper/ presentations

Three	Application of Transcultural Nursing Theory to Patient Situations What to expect abroad		Paper/ presentations
Four	Application of Transcultural Nursing Theory to Nursing Management		Paper/ presentations
Five	Safety		