**University of Pennsylvania**

**School of Nursing**

**Course Syllabus**

**Spring Semester 2021**

**Title:** NURS 535-005: Comparative Health Systems – Nursing and Midwifery Response to Global Health Crises (COVID-19 Pandemic)

**Course Units:** 1 CU (University of Pennsylvania nursing students only) (Please refer to your home institution syllabus for credit and other course details)

# **Total Didactic Hours:** 42 hours

# **Total Clinical Hours:** 0 hours

**Placement:** Elective

**Course Faculty:** Sarah H. Kagan and Maria White, Co-Lead Faculty for Penn (Please see International Teaching Team Directory at the end of this document for all teachers)

**Teaching Assistant:** Nina Juntereal

**Pre-requisites:** N160, N165, N215

**Co-requisites**: None

# **Course Description:**

The major aim of this course is to compare the response of nursing and midwifery to COVID-19 in different countries - the United States, the United Kingdom, Australia, Ireland, and Norway, in this case. Virtual class experiences are designed to keep pace with changing responses to COVID-19. Students will conduct fieldwork that will enrich their understanding of how nurses are dealing with the pandemic. This course also aims to provide a forum for cultural exchange among students from these different countries, wherein they can share not only changes in the nursing profession but also cultural activities they individually enjoy.

# **Academic Integrity Statement (University of Pennsylvania):**

The [University Code of Academic Integrity](http://www.vpul.upenn.edu/osl/acadint.html) is central to the ideals that undergird this course. You are expected to be independently familiar with the Code and [School of Nursing policies](https://www.nursing.upenn.edu/student-services/resources/handbooks-forms-policies/) to recognize that you work in the course is to be your own original work that truthfully represents the time and effort you applied. All written work must be your own work and prepared according to specifications of the American Psychological Association Publication Manual (APA), 7th edition. Violations of the Code are most serious and will be handled in a manner that fully represents the extent of the Code and that befits the seriousness of its violation.

**Course Objectives:**

* Examine and compare nursing practice, evidence-based practice (EBP), and related research or needs for research across nations around the world.
* Participate in synchronous, global weekly seminars, learning from each other and experts from participating universities and other institutions around the world.
* Conduct fieldwork, questioning nurses and other healthcare professionals, about their practice during COVID-19, those nurses’ EBP pertaining to care of people diagnosed with COVID and prevention of this infection, and their awareness of relevant research and needs for future investigations.
* Generate an individual report of fieldwork completed, reflecting trends in EBP, relevant research, and future needs for research.
* Participate in weekly, synchronous, international small group discussions, comparing reactions to seminar guests and sharing notes from fieldwork with peers from other societies.
* Create a video synthesis of lessons learned from fieldwork and comparative analysis of reactions to seminars and shared fieldwork. Video synthesis comes from the small group and offers three to five highlighted best practices and lessons learned for future practice.

**Topical Outline**

1. This list of topics is intended to be representative of, but not an exclusive, list of issues we will consider in our large group seminar and in small group discussions.
2. Licensure/qualifications for nurses and midwives in different countries
3. Initial responses to the pandemic in your home countries
   1. WHO’s announcement as pandemic (“pandemic” versus “epidemic,” etc.)
   2. Difference between “COVID-19” and “SARS-CoV-2”
   3. Comparing different countries’ initial responses
      1. How different countries educated citizens and residents (public-health education)
      2. Different policies (travel restrictions, quarantine policies)
4. Changes to clinical care
5. Acute care
   * 1. Cancellation of elective procedures (U.S.) - Economic impact on health systems
6. Long-term care/community health/home care
7. Palliative and hospice care
8. Mental health
9. Birth during the pandemic
10. Care for COVID-19 patients
11. What is treatment for COVID-19 like in different countries? (e.g., medications, use of ventilators)
12. Long-term complications from COVID-19

iii. Activity: Bring to class new research on the clinical course of infection from COVID-19.

1. Health-care disparities: Equal access to healthcare
2. Health disparities: individuals at higher risk in your home countries
3. Changes to nursing and midwifery education
4. How have nurses and midwives been (or not been) able to partake in clinical rotations and experiences?
5. Adjustments to licensure/registration requirements
6. Changes in how professors evaluate students.
7. Teaching strategies/technologies improvement
8. Lack of resources/resources needed for students learning remotely.
9. Worker protections
10. PPE shortages
11. Global supply chain of PPE
12. Unionization
13. Individual nurse and midwife perspectives on working during a pandemic.
14. Fieldwork - Introduce assignment
15. Mental health, self-care, and work-life balance
16. Health-care worker burnout
17. Global cooperation to respond to the pandemic.
18. Changes to nurse migration
19. U.S. withdrawing from the WHO
20. Vaccine and medication development
21. Misinformation/misconceptions about COVID-19 around the world
22. Looking ahead: Nursing and midwifery’s role in curing COVID-19
23. Vaccine allocation
24. Expanded scope of practice for nurses and midwives
25. Preparation for future pandemics beyond COVID-19

**Required Text:**

All required texts will be available online in our Canvas library.

**Recommended Text:**

No text is required. Students and teachers will source readings and exchange them during the course, creating a course library.

**Teaching Methods:**

* Seminars and guided readings
* Online discussion boards
* Guest lectures
* Fieldwork

**Evaluation Method(s):**

* Participation in synchronous meeting discussions
* Reflective cultural journal
* Video interview project
* Term paper

**Assignments (specific to each university:**

For Penn students:

1. Cultural Exchange Journal (25% of total final grade)
   1. Students required to complete four journal entries on Canvas throughout semester.
      1. Journal entry #1 (Due: February 25th 1pm)
      2. Journal entry #2 (Due: March 18th 1pm)
      3. Journal entry #3 (Due: April 1st 1pm)
      4. Journal entry #4 (Due: April 15th 1pm)
2. Video Interview and Analysis (25% of total final grade)
   1. Upload WORD document to Canvas by Due: April 22nd 1pm
   2. See rubric posted on Canvas under Assignments.
3. Future Practice Assignment (50% of total final grade)
   1. Due date: May 11th (upload to Canvas by 1 pm EST)
   2. Word count: 2,000 words (± 10%)
      1. See rubric posted on Canvas under Assignments.

**Late Assignment Policy:**

An assignment is considered late if it is not uploaded into Canvas on the date and by the time specified. Points are deducted from the assignment grade at a rate of 5 points for each week, or a portion thereof, that the assignment is late. These decrements begin on the Saturday morning following the submission date specified. We fully understand that life events and stressors may affect your capacity to submit an assignment by the date it is due. Please aim to be proactive and let us know via email of any events and stressors you feel may influence your submission of a given assignment. We wish to collaborate with you to make this exchange a valuable learning experience and to help you manage the influence of life events and stressors within it.

**Grading Scale:**

A+ = 97 – 100 B+ = 87 - 89 C+ = 77 - 79 D+ = 66 - 69

A = 93 - 96 B = 83 - 86 C = 73 - 76 D = 60 - 65

A- = 90 - 92 B- = 80 - 82 C- = 70 - 72 F = below 60

Please note that an A+ carries the same weight (4.0) as an A. Also, there is no provision for a D-. All numerical grades are reported at the level of two decimal places and are used in that form to calculate a final numerical grade. The final grade is rounded at a single decimal place to a whole number, which correlates to a letter grade. Grades at 0.4 and below are rounded down to the whole number. Grades 0.5 and above are rounded up to the whole number. There is no double rounding and as a result hundredth of a point are not considered in rounding.

**Course Schedule:**

**(N.B. All Meeting Times are set as 1530 hours on the East Coast of the United States; Please refer to class discussion for modifications in meeting time when clocks change)**

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| Class & Date | *Topics and Guests* | *Key Questions* |
| Pre-Course Meeting #1:  (1/21/21) | *Q&A Info Session*  Rostered Students: Technology test in advance of first synchronous session with informal coffee chat component. Students and faculty make sure they can access Canvas and Zoom and have time to troubleshoot any issues before class formally begins. |  |
| Pre-Course Meeting #2:  18th/19th Feb  (first date is for US and Europe; second date is for Australia) | *Understanding nursing and midwifery in cultural context; Recognizing stereotypes and prejudices.*  Penn-based students required to join on video. Penn students are technically “hosts” of this exchange and will invite partners into their space by sharing details about themselves, their current location and surroundings, and personal and professional cultural perspectives.  Students from partner schools not required to attend but encouraged to do so and to share their own details. | What do you think about when you consider the socio-cultural elements of an exchange among nursing and midwifery students? What preconceptions do you bring to this exchange? What are some ways to overcome preconceptions and biases to welcome peers from other backgrounds to the exchange? What questions might ‘break the ice’ in starting a dialogue? How can you use icebreaker questions and activities along with other techniques to build the cultural element of this exchange? |
| Week 1 25th/26th Feb | *Introductions and getting to know our systems of education and healthcare and our peers around the world.* | What questions do you have regarding syllabi, expectations, and organization for our exchange?  What are the similarities in our systems of education and care? What are the differences in our systems of education and care? What characterizes nurses and midwives in our societies? How are we caring for ourselves and our peers during a time of dire demands?  What do you see when you access [Commonwealth Fund International Health Care System Profiles](https://www.commonwealthfund.org/international-health-policy-center/countries) and evaluate them a resource? |
| Week 2 4th/5th March | *Nursing and Midwifery response to global health crisis*  *Guests*: [Mary McCarron](https://www.gbhi.org/profiles/mary-mccarron), [G.J. Melendez-Torres](https://medicine.exeter.ac.uk/people/profile/index.php?web_id=GJ_Melendez-Torres), [Ashley Ritter](https://dearpandemic.org/nerdygirls/ashley-ritter-ph-d-crnp/) | What characterizes the response of Nursing and Midwifery, globally, throughout the course of the pandemic? What can we learn from our guests and their work? What opportunities exist for Nursing and Midwifery to improve healthcare globally as we look toward the next phase of the pandemic? |
| Week 3  18th/19th March | *Nursing and Midwifery education and practice response*  *Guests*: [Peter Lewis](https://nmsw.uq.edu.au/profile/2343/peter-lewis) and [Sean Birgan](https://metrosouth.health.qld.gov.au/princess-alexandra-hospital); [Sean Clarke](https://nursing.nyu.edu/directory/faculty/sean-clarke), [Nancy Rodenhausen, and Kathleen Demarco](https://nyulangone.org/our-story/nursing-at-nyu-langone); [Fintan Sheerin](https://nursing-midwifery.tcd.ie/staff/sheerinf/); [Kathleen Greenway](https://www.brookes.ac.uk/templates/pages/staff.aspx?wid=Adult%20Nursing%20(Oxford)&op=full&uid=p0072814) | Looking back and thinking forward, what characterizes the response of Nursing and Midwifery education and practice to the pandemic? What alternations in education and practice are likely to persist past the pandemic? What can we learn from case studies offered by our guests, such as the collaborations they highlighted? |
| Week 4: 25th/26th March | *Logistics and Supply Chain in Pandemic Response*  *Guests*: [Sarah Berger](https://sustainability.ucsf.edu/3.636), [Jane Evered](https://www.fammed.wisc.edu/directory/18939/), [Eileen Whelan](https://www.hse.ie/eng/about/who/acute-hospitals-division/hospital-groups/dublin-midlands-hospital-group/about/management-and-governance/) | How have supply chain considerations influence pandemic response nationally and institutionally? What supply chain considerations are influencing vaccine distribution and delivery? What have nurses and midwives learned about supply chain and healthcare during the pandemic? What do supply chains look like in your own country and regionally where you live? |
| Week 5: 1st/2nd April | *Primary Care and Public Health Practice*  *Guests*: [Heidi Chiu](https://breadforthecity.org), [Ashley Cooper](https://www.nursing.upenn.edu/academics/doctor-of-philosophy-in-nursing-phd/), Neill Dunne, Kathleen Greenway | What roles do nurses and midwives play in primary care and public health practice? How have those roles changed in the pandemic? What changes are expected to persist because of the pandemic? How are nurses and midwives involved in vaccine distribution and delivery? |
| Week 6: 8th/9th April | *Ante- and Post-Partum Care*  *Guests*: [Deirdre Daly](https://www.tcd.ie/research/profiles/?profile=dalyde) (TBC), [Hanne Harbison](https://www.nursing.upenn.edu/live/profiles/15627-hanne-harbison), [Kim Trout](https://www.nursing.upenn.edu/live/profiles/49-kimberly-kovach-trout), | How has care for individuals who are pregnant changed during the pandemic? How has postpartum care changed during the pandemic? What changes in midwifery and peri-partum nursing practice are likely to remain? |
| Week 7: 15th/16th April | *Child and Family Health*  *Guests*: [Maria Brenner](https://nursing-midwifery.tcd.ie/staff/brennerm/), [Sølvi Helseth](https://www.oslomet.no/en/about/employee/solvi/), [Terri Lipman](https://www.chop.edu/clinical-staff/lipman-terri) (TBC), [Diane Spatz](https://www.chop.edu/clinical-staff/spatz-diane-l), | How has well-childcare changed during the pandemic? How has care for children living with differences and pre-existing conditions changed during the pandemic? What changes from this response may persist after the pandemic? |
| Week 8: 22nd/23rd April | *Acute Care*  *Guests*: Sophia Busacca, Ruth Lee, Ali Breen, Michael Sullivan | How and what has changed in inpatient nursing over the months of the pandemic? What immediate changes have evolved with better treatment and added information about infection? What is still changing? |
| Week 9: 29th/30th April | *Long-Term Care*  *Guests*: [Louise Daly](https://www.tcd.ie/research/profiles/?profile=nolanl1), [Ellen Karine Grov](https://www.oslomet.no/om/ansatt/ellgro/), [Amanda Phelan](https://www.tcd.ie/research/profiles/?profile=aphelan1), [Betsy White](https://vivo.brown.edu/display/ewhite14) | How can we characterize responses to the pandemic across aged care? What in these responses is distinctive to long-term care (LTC) institutions? What underlies death rates seen among people residing in LTC institutions? How has nursing practice in LTC settings changed during the pandemic?  How will long-term care and long-term care nursing change as the pandemic wanes? |
| Feedback Session (Optional for Penn Students -Exam Period) 6th/7th May | *Conclusions and Celebrating Our Achievements*  *No guests* | Optional for all students, auditing students and faculty; Penn have Final Exam Week  What feedback do you have to build this exchange into a permanent program offering?  What worked in the structure, process, and outcomes of this exchange?  What needs to be changed to improve the structure and processes in the exchange to help everyone learned in optimal ways? |

**International Teaching Team Directory**

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| --- | --- | --- | --- |
| **University** | **Teacher** | **Role** | **Email** |
| **University of Pennsylvania** | Hanne Harbison | Faculty and Panelist (Women’s Health) | [hanne@nursing.upenn.edu](mailto:hanne@nursing.upenn.edu) |
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|  | Maria White | Faculty | [namowicz@nursing.upenn.edu](mailto:namowicz@nursing.upenn.edu) |
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|  | Kathleen Greenway | Adjunct Faculty and Panelist (Public Health) | [kgreenway@brookes.ac.uk](mailto:kgreenway@brookes.ac.uk) |
| **Trinity College Dublin** | Louise Daly | Co-Lead Faculty | [nolanl1@tcd.ie](mailto:nolanl1@tcd.ie) |
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