

Jenny Foster, Nursing, 2017

I attended the Piedmont Project workshop in May, 2017. My interest in becoming part of the sustainability faculty results from the initiative's relevance to a relatively new course I have taught twice before in the undergraduate nursing program, NRS 416: Perspectives in Professional Development: Global Health. Students sign up for a section within a Professional Development Series which is required; global health is a choice among a menu of other electives within the series.

The objectives of the course are first, to expose students to some of the core issues in global health: environment, communicable and non-communicable disease, maternal-child health, mental health, workforce issues, health systems, health professions education, health disparities and refugee and humanitarian disasters. However, this is not just an "introduction to global health" course.

Equally important is the objective for students to understand the emergent, long-overdue role that nurses have in leadership and policy development for health across the globe. Given that the United Nations sustainable development goals (SDGs) are the next step beyond the Millennium Development Goals (whose targets were measured at 2015), there is a widely recognized global consciousness about sustainable development and the call for environmental justice.

Moreover, national discourse on nursing education is examining nursing's responsibility to educate the next generation towards achieving health and preserving a healthcare workforce in sustainable ways. All of this fervor is perfectly aligned with Emory's sustainability curriculum development goal.

I have changed the design of the course to focus on sustainability for health and health services in the following ways:

1. On the first day of class, students will be introduced to the global/local concept. We will provide a working definition of sustainability. We will explore how these concepts relate to health and healthcare and personal and professional action. We will introduce the Sustainability Vision to Emory University. Then students will perform a self-assessment of their own sustainability practices on an individual level.
2. Our core textbook from the course will be *Just and Lasting Change: When Communities Own Their Futures*. This is a radical departure from our previous book, which focused on narratives of nurses working in global health. *Just and Lasting Change* expounds how, over time, communities across the globe can and do build sustainable futures when they have local control and are actively engaged. Top down approaches (governments) and sideways approaches (NGOs) will continue to be needed to support local initiatives, but sustained change happens from within communities, so participatory engagement is the most important strategy for nurses to promote sustainable health.

3. Dr. Cassandra Quave will come to our class on communicable disease to talk about ethnobotany and locally sourced remedies in an era of multi-drug antibiotic resistance when we discuss infectious diseases.
4. Our class on non-communicable disease will include the value of green environments and the way to help prevent or mediate chronic diseases, such as Hypertension and Diabetes. We will include the issue of nutrition and wholesome food as well, using the eating sustainably booklet from the Piedmont Project.
5. The class on mental health will address the ways that mental health training is delivered by community health workers in a place like Liberia where there is one psychiatrist for the entire country. The Carter Center is working with mental health nurses to do this training and we will visit the Carter Center and speak with the nurse involved in trainings.
6. The class on maternal-child health will examine undernutrition/overnutrition in the disparity on maternal-newborn morbidity and mortality related to unsustainable agricultural practices and the promotion of unhealthy food for profit. It will also address the root causes of maternal mortality.
7. We will visit MEDSHARE, for students to see how expensive, discarded-but-still very-useable-medical equipment can be donated to countries in need rather than dropped in landfills of the USA.
8. Students will be assigned to create a policy brief to promote sustainability in one of the topics we have approached in class. This will be *after* the discussion of the financial strain on all health systems to deliver care to their population and the political struggle.
9. New readings have been added to the required

Taylor, D. & Taylor, C. (2016). *Just and lasting change: When communities own their futures*. (Second edition.) Baltimore: Johns Hopkins University Press. (discussed above)

Journal articles:

Nicholas, P. & Breakey, S. (2017). Climate change, climate justice, and environmental health: Implications for the nursing profession. *Journal of Nursing Scholarship*; 49:6, 1-11.

James, P. Hart, J., Banay, R. Laden, F. (2016). Exposure to greenness and mortality in a nationwide prospective cohort study of women. *Environmental Health Perspectives* 124: 1344-1352.

EMORY UNIVERSITY
Nell Hodgson Woodruff School of Nursing

TITLE: NRSG 416. Perspectives in Professional Nursing: Global Health

PREREQUISITES: None

CO-REQUISITES: None

CREDIT ALLOCATION: 3 credit hours: 45 contact hours

PLACEMENT: Third semester of program study

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COURSE DESCRIPTION:

The course focuses on the professional nursing role and the concepts that form the basis of professional nursing practice in a global setting. Ethical and resource issues will be examined as they relate to the delivery of healthcare in other countries, and ways that these issues compare with and have an impact on healthcare delivery in the US. This course introduces students to key topics, concepts and methods in global health, examining determinants of complex issues and exploring multidimensional approaches and interventions with a particular emphasis on low resource settings. Health and developmental issues across nations and cultures that require collective (partnership-based) action are highlighted.

CURRICULAR THREADS:

This course addresses the NHWSN curricular concept threads of patient and family centered care, scholarship/evidence based practice, leadership/policy, teamwork and collaboration.

COURSE OBJECTIVES:

1. Demonstrate basic knowledge of healthcare systems in selected countries and compare those systems with the US healthcare delivery.
2. Analyze the impact of politics and economics on healthcare both globally and in selected countries.
3. Assess the effects of cultural practices on health education and healthcare delivery.

4. Appropriately identify factors and influences that can have positive impact on health at the global level.
5. Describe the fundamental principles of ethical and effective global research and ways in which nursing has an impact on that research.

BSN ESSENTIALS MET: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

Essential III: Scholarship for Evidence Based Practice;
 Essential V: Health Care Policy, Finance, and Regulatory Environments
 Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
 Essential VII: Clinical Prevention and Population Health
 Essential VIII: Professionalism and Professional Values

TEACHING/LEARNING METHODS

This course will take a particular focus related to the United Nations Sustainable Development Goals (SDGs) and nursing’s ethical mandate to contribute to advancing these goals. By exploring the core issues both in sustainability and global health, we then articulate the ramifications of advancing the SDGs via nursing practice, education, and research. Our methods include:

- Lecture
- Discussion
- Film
- Presentation of Policy Briefs
- Individual Reflection
- Service Learning at Clarkston Health Center
- Quizzes (4)

READINGS

Taylor, D. & Taylor, C. (2016). *Just and lasting change: When communities own their futures*. (Second edition.) Baltimore: Johns Hopkins University Press.

St. John, W. (2009) *Outcasts united: An American town, a refugee team, and one woman's quest to make a difference*. Spiegel & Grau: New York, NY.

Journal articles as noted in weekly assignments in CANVAS.

COURSE REQUIREMENTS

1. Prompt attendance and active participation in all classroom activities is expected in all classes and will be incorporated as part of the participation grade.
2. Preparation for each class as detailed in the class schedule is expected.

3. Laptops, tablets, and smart phones are allowed in class, but should be used solely for taking notes or any assigned research/activities. Personal use of a device will result in point reduction in the participation grade; multiple offenses will result in a full grade deduction for the participation grade.
4. Class participation is an integral part of this course. The grade for this portion will be determined from the following elements:
 - a. Prompt arrival at class
 - b. Respectful attention to faculty, other students and guest speakers
 - c. Appropriate use of electronic devices (see above)
 - d. Active engagement in class; i.e., asking questions and making observations related to the class topic, being prepared for in-class activities
 - e. Being prepared for each class as designated in Canvas

CANVAS

This computer course organizer (Canvas) will be used in a variety of functions throughout the course, (i.e. communicate announcements to the class, student assessment surveys, guest lecturer surveys, post grades, etc.). **Students should check this site on a regular basis.**

EVALUATION AND GRADING

Reflective Paper/Service Learning	20%	varied dates
Quizzes	30%	9/15, 10/13, 11/3, 12/1
Sustainability Policy Brief & Present	30%	varied dates
Advisor Meeting Assignment	5%	by 1900 11/17
Updated Professional Portfolio	5%	by 1900 11/17
Class Participation	10%	ongoing

Undergraduate Grading Scale

Letter	Numerical grade		Letter	Numerical grade
A+	97-100		C+	77-79
A	93-96		C	73-76
A-	90-92		C-	70-72
B+	87-89		D+	67-69
B	83-86		D	63-66
B-	80-82		D-	60-62
			F	<60

PAPERS

1. All papers are to be turned in with a cover page, which should include the sentence: **"This paper represents my own work in accordance with the School and University regulations."**
2. Unless directed otherwise, all written assignments should be submitted on Canvas through the Safe Assign link.
3. **Unauthorized late papers will receive a 5-point grade deduction per day, including weekends and holidays. Papers are due as indicated in the class schedule.**
4. Grading:

Any paper receiving a grade of less than 75 will automatically receive a blind second read by another instructor. The two paper grades will be averaged for the final paper grade, but will not exceed 75.

If the averaged paper grade is a 74 or less, the instructor and/or course coordinator may give the student the option to rewrite the paper. The grade of the rewritten paper will represent the final paper grade and may not exceed 75.

Papers with a grade of 75 or higher will not have a second read.
5. Referencing
 - a. Include at least 5 scholarly references. Two or more should be from "peer reviewed journals" such as those found in PubMed, CINAHL databases or literature review sources such as Cochrane. One reference may be from an "authoritative website" such as a nursing or medical society, National Institutes of Health, or other governmental site. This does not include general consumer sites such as Wikipedia.
 - b. Credit must be given for any source or reference used in completing the assignment. Use of another author's words verbatim must be quoted and referenced appropriately.
 - c. All papers must be written in APA style.

Rubrics for each assignment will be posted on Canvas under *Assignments*.

NHWSN POLICY:

The link below addresses the following:

1. *ADA and Students with Disabilities*
2. *Plagiarism*
3. *Diversity statement*
4. *NHWSN Grading Scale*
5. *Academic Integrity*
6. *Inclement weather*
7. *Communication with faculty*
8. *Student health center*

BSN Handbook:

<http://www.nursing.emory.edu/includes/documents/site-wide/handbooks/bsn-handbook-2016-2017.pdf>

Class Schedule, Fall 2017

DATE	TOPIC	PLEASE NOTE	FACULTY
Week 1 8/25	Introduction to the course. Emory Sustainability Vision. Personal assessment.		Baker and Foster
Week 2 9/1	UN sustainability development goals and nursing's role		Baker and Foster
Week 3 9/8	Partnerships and Collaboration (panel)	Class ends 9:50 Clarkston 9/10	Baker and Foster
Week 4 9/15	Compassion and Global Health	Quiz 1 Clarkston 9/17	Baker and Foster Dr. David Addiss
Week 5 9/22	Ethnobotany; a sustainable way to fight Infectious disease	Clarkston 9/24	Baker Dr. Quave (confirmed)
Week 6 9/29	Sustaining healthy communities: Non-communicable diseases	Class ends 9:50 Clarkston 10/1	Baker and Foster
Week 7 10/6	Sustaining healthy communities: Mental Health via Community health workers	No Clarkston (Fall break) MEDSHARE visit	Baker Dr. Eve Byrd, Carter Center (confirmed but no date yet)
Week 8 10/13	Sustaining healthy communities: Maternal Child Health	Quiz 2 Clarkston 10/14	Baker and Foster
Week 9 10/20	Precious and finite resources: clean air, clean water, clean food	Clarkston 10/22 Class ends 9:50	Baker and Foster Dr. Moe
Week 10 10/27	Health systems: how to sustain them?	Class ends 9:50 Clarkston 10/29	Baker
Week 11 11/3	Violence, war, complex humanitarian emergencies	Quiz 3 Clarkston 11/5	Foster Dr. Holly Williams, CDC (confirmed)
Week 12 11/10	Sustaining a global healthcare workforce	Clarkston 11/12	Baker Dr. Martha Rogers (confirmed)
Week 13 11/17	SDGs in Nursing education and research	Class ends 9:50 Clarkston 11/19	Baker and Foster
11/24	NO CLASS	HAPPY THANKSGIVING	NO CLARKSTON
Week 14 12/1	Global Seed Setting Priorities exercise	Quiz 4 Clarkston 12/3	Baker

Midwives showing herbs they use:



Practicing blood pressure:



Herbs used for women in labor:

