NUR480: Critical Perspectives in Global Health Nursing: An Elective Practicum: 2015

Faculty: Freida Chavez RN, MHSc, DNP
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Course Schedule: Six 2 hour preparatory seminars from February to June
Clinical practice, 4 weeks full- time in July and August
Post-trip debriefing meeting in August/September (date & time TBD)
Course Weighting: Non-credit (will appear on official transcript)
Prerequisite: Completion of all course requirements for BScN

Course Description:
This elective course provides an opportunity for an enriched, independent experience of clinical practice at the level of novice nurse, in a resource- constrained setting. The purpose of this course is to facilitate understanding of global health issues, social determinants of health, and provision of health care services to marginalized communities. Constant reflexivity, use of a critical lens guided theoretically by a post-colonial feminist perspective, placements will focus on primary health care principles, in urban and rural settings in India through LSBFoN’s established connection with the Catholic Health Association of India (CHAI) [http://www.chai-india.org](http://www.chai-india.org).

The format consists of six preparatory seminars (first four are interprofessional) addressing the above mentioned concepts, four weeks of clinical practice, Blackboard discussions, one post-trip debriefing meeting, and evaluations. Students are expected to attend all seminars and develop learning objectives prior to clinical placements. Clinical practice will focus on priority areas identified by host placement agencies. Preceptors in placements will work in partnership with faculty members to supervise students and give feedback on their practice. Faculty members will be available by email, telephone and Skype for ongoing support during the placement. During the clinical placement, students are also expected to participate in reflective journaling. Upon completion of the placement, a reflective summary must be submitted, and students will be asked to share their experiences with prospective students.

Course Objectives:
- To introduce students to theoretical concepts and ethical issues relevant to global health, particularly post–colonial feminism as a guiding framework
- To give students the opportunity to integrate nursing knowledge, demonstrate competency in providing nursing care, and exercise sound clinical and ethical decision-making as novice health professionals,
- To support students in exploring, with clinical preceptors and clients, appropriate and viable strategies for practically managing primary health care issues,
- To encourage critical analysis of the social determinants of health affecting individual clients and communities through self reflection, and preceptor, peer, and faculty supervision and feedback.
Course Requirements:
- Completion of learning objectives which will be reviewed by faculty prior to placement and clinical preceptor during placement,
- Attendance at all pre-departure seminars with both theoretical and practical components through winter and spring terms,
- Weekly updates of journals during placement sent to faculty,
- Attendance & participation in full time clinical practice, for 4 weeks in placement setting,
- Completion of a reflective summary submitted on the last day of placement,
- Completion of course and self-evaluations,
- Participation in post-trip debriefing meeting.

Student Learning Objectives:
Students will draft learning objectives and share them with faculty member and CHAI preceptors prior to departure. The objectives will be further refined with preceptor in placement setting.

It is recommended that students’ learning objectives be written with attention to course objectives and personal learning goals. As commonly understood, objectives should be worded as action oriented statements that are measurable and can be realistically achieved within the specified time frame.

Journaling:
Many aspects of students’ experiences in the clinical placement may not be easily committed to memory given the amount and variety of what they will be seeing and doing in each particular setting. Writing, therefore, is suggested as one of the most immediate ways of capturing these experiences (both personal and professional) and reactions to them. It is expected that students will keep a journal that has a minimum of weekly entries. The form that these entries take is up to the individual student - some examples are a hand-written notebook, typed notes in Word format, descriptive email messages, blogs, or entries on Facebook. Since students may write however they choose, the following are only suggestions for structuring the entries:
- Daily log of activities,
- Incidents of critical learning (personal or professional),
- Highlights of excellent practice,
- Stories that bring theoretical concepts to life,
- Direct experiences of demonstrated colonialism (or neo-colonialism), oppression, inequity,
- Descriptions of new cultural understandings of health, illness, treatment & healing,
- ‘Photo diary’ (pictures & accompanying description of particular people, places and situations that tell a story), drawings, music or other forms of art,
- Ethical challenges or dilemmas.

Reflective Summary:
Students are expected to submit a four-page reflective summary evaluation upon return from clinical placement. How you choose to format this summary is up to you. You may focus on a particular concept discussed in the pre-placement seminars in relation to examples from your practice in the placement setting, or provide a more descriptive overview of the entire placement. Again, we encourage you to think creatively, perhaps include photos or drawings if you like. How you choose to organize the paper is up to you, however the summary must somehow speak to a learning opportunity (ies) you experienced, and/or a challenge(s) experienced in the placement (not logistical/practical related to course, but rather intrapersonal/professionally-related), for example - encounters/experiences that caused you to reflect on yourself, your nursing practice, the nursing profession, health care, etc.
**Student Learning Portfolio: (recommended, not required)**

Registered Nurses are accountable to provide documentation of their learning and their skills for the CNO and it is in your best interest to begin this process during your undergraduate program. A learning portfolio may also be useful if you move to another country for work or have plans for graduate school as portfolio materials may be requested in applications for such endeavours.

Given the unique opportunity for students in developing their career, the purpose of a student learning portfolio is:

- To provide a medium to demonstrate learning in this placement as part of cumulative learning in the BScN program,
- To demonstrate accomplishments of personal learning objectives in this course,
- To prepare for the College of Nurses of Ontario (CNO) Reflective Practice mandate for all Registered Nurses.

Students can be creative in their presentation of their portfolio. Contents should be organized in terms of the professional standards of the CNO and/or the Community Health Nursing Interest Group. Suggested materials include:

- Course outline, personal learning objectives, & strategies to meet them,
- Reflective journal entries & reflective summary,
- Evaluations (self, peers, community members, preceptors, faculty),
- Copies of materials you prepared in placement (e.g. teaching tools, posters, pamphlets),
- Any materials that reflect learning and accomplishments (e.g. photos, client cards/letters).

**Seminars:**

These seminars are intended to build on your previous related coursework. Preparation for seminars will involve required readings. Changes to schedule may be necessary and students will be notified.

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<thead>
<tr>
<th>Date 2015</th>
<th>Topic</th>
<th>Facilitator(s)</th>
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<tbody>
<tr>
<td>Tuesday, Feb. 3</td>
<td>Introduction to Interprofessional Education, Collaborative Practice</td>
<td>Freida Chavez, Debra Cameron</td>
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<tr>
<td>5:00 - 7:00PM</td>
<td>Core Concepts and Ethical Considerations</td>
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<td>Rm 270 (155 College Street)</td>
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<tr>
<td>Tuesday Feb 24</td>
<td>Post-Colonial Feminism as a Framework for Health Practice</td>
<td>Freida Chavez, Debra Cameron</td>
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<tr>
<td>5:00-7:00pm</td>
<td>Developing a Critical Perspective on Disability and Global Health</td>
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<td>Rm 270 (155 College Street)</td>
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<td>Tuesday March 2</td>
<td>Infectious and Non-communicable Diseases</td>
<td>Adrienne Chan, Freida Chavez, Debra Cameron</td>
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<td>5:00-7:00PM</td>
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<td>Rm 208 (155 College Street)</td>
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<td>Tuesday March 10</td>
<td>Safety Abroad</td>
<td>Julienne Lottering, Freida Chavez, Debra Cameron</td>
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<td>5:00-7:00PM</td>
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<td>(Safety Abroad Office)</td>
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<td>Tuesday April 7</td>
<td>- India Health System</td>
<td>Freida Chavez, past NUR480 students</td>
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<td>4.30-6.30PM</td>
<td>- Meeting with past NUR480 students</td>
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<td>Rm270 (155 College Street)</td>
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<td>Thursday May 21</td>
<td>- India Health System (con’t)</td>
<td>Freida Chavez</td>
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**Readings - Session I**

**Introduction to Interprofessional Education, Collaborative Practice**


**Core Concepts and Ethical Considerations**


**Readings - Session II**

**Post-colonial Feminism as a Framework for Health Practice**


**Developing a Critical Perspective on Disability and Global Health**


Additional Readings:


Interprofessional Collaborative Practice in Primary Health Care: Nursing and Midwifery Perspectives, WHO Human Resources for Health Observer - Issue No. 13
http://www.who.int/hrh/resources/observer13/en/index.html


