



**Global Health Study Abroad Elective - Graduate
NURS 5341.060
Spring 2026**

Scheduled Class Days and Times: Online with a One-Week Global Excursion

Instructor's Name: Valerie Miller, PhD, APRN, FNP-C

Section: TBD

Office: Virtual

Phone: Will be posted in Canvas course

***Email:** vmiller@uttyler.edu

Virtual Office Hours: Tuesdays 1-4pm CST and available via appointment, email, conference call, and/or Zoom.

*Best way to contact me.

Instructor's Name: TBD

Office:

Phone:

Email:

Office Hours: TBD

*Best way to contact me.

Course Description: This graduate elective course equips students with the knowledge and skills necessary for effective participation as a global citizen in an international medical immersion study abroad trip. Through a combination of readings, discussion board assignments, hands-on international clinical experience, and reflective learning, students will explore key aspects of global health. This will include cultural competence, health disparities, ethical considerations, and sustainable medical outreach fostering critical reflection on their role in global healthcare. Students will apply evidence-based diagnostic reasoning, care management, and the provision of primary health care in a transcultural healthcare setting. (60 patient clinical hours available for FNP students.)

Prerequisites: For FNP Students: Completion of a minimum of one clinical course (NURS 5351, NURS 5353, or NURS 5455)

Corequisites: None

Student Learning Outcomes:

Upon successful completion of this course, the student will be able to:

1. Identify assumptions about global health.
2. Practice cultural competence.
3. Evaluate global health disparities.
4. Define sustainable medical outreach methods.
5. Design evidence-based, person-centered care plans for individuals and families in international primary care settings integrating advanced clinical reasoning and interprofessional collaboration to promote optimal health outcomes.
6. Apply evidence-based guidelines to support clinical decision-making and minimize diagnostic and treatment errors in primary care settings.
7. Integrate physiological, pathophysiological, psychological, sociocultural, spiritual, and ethical concepts to guide the management of patients in the international primary care setting.

Required Textbooks and Readings:

Werner, D., Thurman, C., Maxwell, J. (2021). *Where There Is No Doctor: A Village Health Care Handbook (2024 Revision)* Hesperian Health Guides. ISBN-13: 978-0942364156 (*Available free through the library*)

Fadiman, A. (2012). *The Spirit Catches You and You Fall Down*. Farrar, Straus and Giroux. ISBN: 978-0374533403

Médecins Sans Frontières. (December 2024). *Essential drugs - practical guidelines*. ISBN: 978-2-37585-280-4 (*Available to download from the internet free*)

Médecins Sans Frontières. (September 2022). *Clinical guidelines - Diagnosis and treatment manual*. ISBN: 978-2-37585-166-1 (*Available to download from the internet free*)

This is a clinical course, all students are required to have an active InPlace/Exaat subscription.

Recommended Textbooks and Readings:

Corbett, S. & Fickert, B. (2014). *Helping Without Hurting in Short-Term Missions: Participant's Guide*. Moody. ISBN-13 : 978-0802409928

Special Course Notes:

1) Alternate Locations of Class:

The class will be held virtually online except during the week of the global immersion in Guatemala where students will be required to be present in person.

2) This course requires student to have a valid passport, consider any recommended vaccinations, pay additional travel deposits and for travel arrangements in addition to tuition costs.

3) Students will be expected to follow University of Texas at Tyler policies, dress code, and adhere to the direction of faculty while abroad.

Assignments and Weights/Percentage/Point Values

Assignments in NURS 53XX	% of Grade
Online Discussions/Assignments	35%
Personal Journal	15%
Group Project – Teaching	25%
Group Presentation	25%
Clinical Objectives/InPlace or Exaat Hours Logged/CPE	Pass/Fail
Total	100%

Grading Scale:

Specific guidelines and grading criteria for all assignments are in the Modules. Final grades for the course will be determined based upon the following point assignments:

- A - 90-100
- B - 80-89
- C - 70-79
- D - 60-69
- F - Below 60

Grades will not be rounded when calculating the average (79.5 is not rounded to 80, and 89.5 is not rounded to 90). Students are required to achieve an average of 80% (B) to complete the course successfully.

Exam and homework materials, questions, and problems are the intellectual property of faculty, UT Tyler, or publishers.

- These materials may not be distributed without permission.
- Distributing or uploading them to online resources destroys the integrity of the assignment and the course, allowing others an unfair advantage by letting them view the materials.
- Uploading these materials to online resources is a violation of UT Tyler's academic misconduct policies and may result in formal conduct charges.
- Sanctions for uploading or otherwise divulging the contents of these materials can include:
 - a reduced or failing grade on an assignment
 - a reduced or failing grade for the course
 - removal from the Nursing program

- removal from UT Tyler

Late Policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course: Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

Attendance and Make-up Policy: Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

Graded Course Requirements Information:

Discussion Board Assignments: There will be discussion boards related to the assigned readings in the course.

Group Projects – Health Education Teaching and Presentation: The details for these projects along with grading rubrics can be found in the Canvas course.

Personal Journal Reflections: There will be guided reflection assignments designed to help students critically think through their expectations, experiences, perceptions, and thoughts regarding global health.

Clinical Requirements: This course includes 60 specialty precepted clinical hours while on the excursion in Guatemala. Students will be responsible for uploading their patients into InPlace/Exaat each evening. Each student will be given a Clinical Performance Evaluation by their preceptor at the end of the semester and will be required to upload a preceptor and site evaluation. The clinical piece of the course will be pass/fail.

Clinical Component Requirements Information:

1) Clinical Hours

NURS 5341 is a 40-60 clinical hour, 15-week study abroad elective course. Students can expect to achieve all clinical hours during the one week immersion in Guatemala.

These clinical hours may be counted as specialty clinic hours and applied towards the minimum clinical hours required for satisfactory completion of the FNP program.

The breakdown of clinical hours for the entire NP program is as follows:

- Pediatrics – 120 hours total
- Women’s Health – 120 hours total
- Family Practice – 435 hours total

For this course, faculty will be considered the student's preceptor and the population focus will be specialty/family practice.

2) Appropriate Clinical Attire

Students may wear scrubs for this clinical immersion course as this is the expected attire for clinic workers at the hospital/clinic. Name badges will be given to students once on premises at the clinic and will be required to be on while serving in the clinic. Remember, UT Tyler NP students are representing themselves and the university as future NP's and need to look the part.

3) Clinical Objectives

Students are expected to develop specific clinical objectives for the experience and provide them to their faculty preceptor(s) at the beginning of their clinical immersion week.

4) Clinical Hours Documented within InPlace/Exaat

Clinical hours data should be entered into InPlace/Exaat each night and at the most within one week of return from the immersion week. The InPlace/Exaat hours and preceptor signature sheet hours must match.

Students are to use the clinical time to see patients as quickly and efficiently as possible.

Confidentiality - maintain patient confidentiality by not removing any patient identifiers from clinics other than patient initials for the InPlace/Exaat log as this would be considered a HIPPA violation. Students may not take a printed patient schedule, lab, or any other printed information from the clinic setting. No screenshots or copies of any patient records are allowed.

5) Preceptor Signature Sheets

Preceptor signatures should be obtained each day during the clinical immersion week.

Please use the preceptor signature sheet located in Canvas. Students will need to verify their InPlace/Exaat submissions by showing they correlate with their preceptor signature sheets. **The student must add up the time on their preceptor signature sheet and the time on their InPlace/Exaat entries and these hours must correlate.**

6) Clinical Performance Evaluations

Students must obtain a passing clinical performance evaluation by the student's faculty member for the specialty hours to be counted towards their total clinical hours for the program. For this course, the student is expected to make an appropriate plan of care for every patient seen in clinical. Students must also meet the satisfactory level of 80% on their CPE.

Please see the Clinical Performance Evaluation (CPE) for specific areas evaluated. Students will be evaluated by their clinical faculty member using several means including, but not necessarily limited to, the following: observation, chart review, speed of patients seen, discussions with the student's preceptor(s), and review of feedback provided by the preceptor CPEs. Clinical performance requires application of key concepts in providing care to individuals and families as evidenced by documentation in the CPE. **One CPE** is required for this course. Students must satisfactorily complete the clinical performance component of the course to be eligible to use

these hours as specialty hours in their total programmatic hours. Failure to complete the clinical component satisfactorily may result in loss of the clinical hours or a course failure.

Important Course Dates:

- Classes begin for 15-week session: 1/8/26
- Orientation: TBD
- Census Date: 1/21/26
- Holidays: MLK Day (1/19/26)
- Spring Break (3/9/26 - 3/13/26)
- Last Date to Withdraw: 3/24/26
- Last Day of Course: 4/25/26; please refer to the course schedule and Canvas for specific due dates.

Calendar of Topics, Readings, and Due Dates:

Course Schedule		
Week #	Weekly Topics/Readings	Assignments Due
	Discussion Board – Introduce yourself	1/18 By 11:59pm
Week 1 Jan 8 -18	Zoom: Course Orientation and Introduction to Global Health. Readings: Assigned readings Discussion Board: Motives and Beliefs/ Common Disease processes Personal Journal: Week 1 Entry Teaching Project – Health Education: Introduction	TBA
Week 2 Jan 19-25	Zoom: Role of the Nurse and APRN in Global Health Readings: Assigned readings Discussion Board: Health Education/Introduction to Formulary Personal Journal: Week 2 Entry Teaching Project – Health Education: Develop objectives and methods	TBA Census – 1/21
Week 3 Jan 26 - Feb 1	Zoom: Culturally Appropriate Care in the Global Health Setting Readings: Assigned readings Discussion Board: Paternalism/Case Studies & Guidelines Personal Journal: Week 3 Entry Teaching Project – Health Education: Continued development of project	TBA
Week 4 Feb 2 - 8	Zoom: Health Issues and Disparities in Guatemala Readings: Articles regarding Guatemala and International Travel Personal Journal: Week 4 Entry Teaching Project – Health Education Presentation: Present project.	TBA
Week 5 Feb 9 -15	Zoom: The Guatemalan health system Readings: Articles regarding the Guatemalan health system Personal Journal: Week 5 Entry Immersion Pre-brief: Preparation/pre-trip discussion Teaching Project – Health Education: Make final corrections based on feedback from the presentation.	TBA
Week 6 Feb 13 -22	Cultural Immersion: Engaging with San Raymundo community members In-Country Experience: Providing APRN Nursing Services Debriefing: Daily debriefings discussing experiences Personal Journal: Week 6 Entry	TBA

Week 7 Feb 23 – Mar 1	Zoom: Formal Debriefing Period Small Group Project: Development of project Personal Journal: Week 7 Daily Entries with reflections on experiences	TBA
Week 8 Mar 2-8	Zoom: The importance of community-based healthcare and medical outreach and sustainability. Readings: Assigned Readings Discussion Board: Importance of Outreach Small-Group (2-3 people) Project: Continue development of presentation Personal Journal: Week 8 Entry	TBA
Mar 9-15	Spring Break – No Assignments!	
Week 9 Mar 16-22	Zoom: Global Health Advocacy Readings: Assigned Readings Discussion Board: Discussion aligned with readings Personal Journal: Week 9 Entry Small-Group Project: Continue to develop presentation	TBA
Week 10 Mar 23-29	Zoom: Nursing Leadership in Global Health Readings: Assigned Readings Discussion Board: Discussion aligned with readings Personal Journal: Week 10 Entry Small-Group Project: Continue to develop presentation	TBA
Week 11 Mar 30 - Apr 5	Zoom: The Future of Global Health Readings: Assigned Readings Discussion Board: Future of Global Health Personal Journal: Week 11 Entry Small-Group Project: Complete project.	TBA
Week 12 April 6-12	Small Group Presentations Personal Journal: Week 12 Entry	TBA
Week 13 Apr 13-19	Small Group Presentations Personal Journal: Week 13 Entry	TBA
Week 14 Apr 20-25	Zoom: Final Reflections - Course Wrap-Up	TBA Course Ends 4/25

School of Nursing Policies and Additional Information:

https://www.uttyler.edu/nursing/college/student_guide_and_policies.php

Student Resources and University Policies are provided in Canvas.

Artificial Intelligence and Academic Integrity: <https://www.uttyler.edu/digital-learning/ai/>