

CCSA
Healthcare Administration in Dublin & London
Winter 2019-2020
(December 26th 2019 –January 8th, 2020)

Meets: TBD (Please refer to Itinerary / Topic Outline)

Instructor: Robert Mullaney, DBA, OTD, MBA-HSA, OTR/L

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Welcome from Course Instructor:

Good day and welcome to this course. I commend you on your willingness to step outside of the box and expose yourself to the world abroad as part of your formal education. My name is Robert J. Mullaney and I am an Associate Professor and Founding Program Director for the Occupational Therapy Program and Adjunct Faculty for the Goodfriend School of Business, both at Tennessee Wesleyan University. For those of you who do not know me, I will tell a little bit about myself.

My career as an occupational therapist started out 18 years ago in a large hospital setting in Miami, Florida. It was in this setting where I treated clients from all over the world with a wide variety of ethnic and cultural backgrounds. I've worked evaluating and treating clients across the lifespan and in all types of healthcare settings, including acute care, in-patient rehabilitation, brain injury, pediatrics, hand-therapy, and community-based private practice. I started teaching about 12 years ago in higher education and have served in various roles, such as instructor, program director, interim academic dean, consultant, and adjunct faculty.

I look forward to teaching this course and sharing how amazing the diverse world is around us, especially when it comes to providing high-quality health care services. Having Irish and overall European ancestry myself, I enjoy sharing the unique history and facilitating exercises and learning experiences for those unfamiliar with the Island. In almost any profession where dealing with people is a requirement, you are bound to be challenged by the differences in people's values, beliefs, traditions, customs, and cultures. In this course, we will specifically focus on the influential factors shaping the provision of health services in the United States and in the two large European cities of Dublin and London.

This course is appropriate for anyone studying in the disciplines of healthcare (i.e., nursing, occupational therapy, physical therapy, pre-medicine, etc.), business (i.e., marketing, development, leadership, etc.), social sciences (i.e., sociology, anthropology, psychology, etc.), and essentially, any discipline where interacting with other people and understanding their perspectives of healthcare service provision are required. This course may be used as an elective course for undergraduate requirements or if pre-approved, as a special topics course for certain graduate programs. Consult your college or university for where this course may specifically fit in for credit.

Welcome Abroad!

Dr. Mullaney

Catalog Description: (3 Credits; Elective Course Undergraduate OR with approval, 2.0 Credit for OT 819: Leadership & Healthcare Administration) To enhance understanding of the differences of health services administration and the provision of healthcare in the U.S., Dublin, Ireland, and London, England through interviews, observations, site visits and presentations, attendance at community events and gatherings, self-reflection and student presentations.

Student Learning Outcomes: Upon completion of the course, the learner will:

1. Recognize and reflect on personal healthcare experiences in the United States and critique its factors such as services provided, timeliness, cost, context, and influential factors.
2. Compare and contrast healthcare services similarities and differences with diverse persons and contexts experienced in Dublin and London to enhance overall healthcare knowledge at home and abroad.
3. Analyze what people desire from their healthcare services and experiences and understand their perspectives of why they desire what they do.
4. Discuss, verbally and in written form, the experiences of an individual or group regarding health services in Dublin and/or London.
5. Discuss in written form a comparison of health services administration in the United States and Dublin and/or London to focus on aspects such as the essential foundations of healthcare services, compassionate care, cost-effective care, and population health.
5. Apply the course objectives, lessons of healthcare experiences, differences of three healthcare systems (U.S., Dublin, and London), personal assessments, and journal entries in a written paper and presentation to communicate and summarize the experiences.

Required Texts:

Undergraduate Credit:

The Interprofessional Health Care Team Leadership and Development, 2nd Edition. Donna Weiss, Felice, Tilin, Markene, Morgan (2018). ISBN: 978-1-284-11200-9

Graduate Credit:

The Interprofessional Health Care Team Leadership and Development, 2nd Edition. Donna Weiss, Felice, Tilin, Markene, Morgan (2018). ISBN: 978-1-284-11200-9\

The Occupational Therapy Manager, 5th Edition. Karen Jacobs & Guy L. McCormack (2011). ISBN: 978-56900-273-5

Recommended Reference:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Undergraduate Student Course Requirements: All course requirements must be completed to pass this course.

(#1) Self-Assessments of Previous Healthcare Experience (10%): These reflective self-assessments will be done twice, once at the beginning and once at the end of the course to measure learning and progress while studying in Dublin and London. The first self-assessment will be worth 10% of course grade.

(#2) Explorative Healthcare Summary (10%): This is an explorative assignment meant to expose the student to a variety of cultural and ethnic experiences in Ireland and London and provide a better understanding of the foundational and influential factors affecting healthcare and perspectives of health and wellness. Students will attend a minimum of 2 events or social gatherings in Ireland and/or London and then summarize their experiences at these events using a specified rubric.

(#3) Observation of Healthcare-related Occupations (15%): Student pairs will be assigned to various healthcare sites to observe the daily occupations of its healthcare practitioners and the provision of health services using a structured rubric. Pairs will present the findings of these observations in class/group meeting using verbal methods and technology (if available) for presentation delivery. A written summary paper will be submitted (worth 5% of course grade) and the presentation will be worth 10% of course grade.

(#4) Interview with the locals (25%): Each student will interview a person who is English speaking and a resident / native of Dublin or London. Interviews will be semi-structured and focused on their perspectives of the healthcare systems of their city/country. Completed assignments will include the transcription of the interview, a written reflective paper on the process, and a presentation to the class using various methods of technology for delivery.

(#5) Wellness Events (10%): Each student will participate in a wellness event and report on this in an oral format (live in class or on discussion board). This may include a yoga, meditation, or other exercise class, a 5K or walk, an awareness day for a health-related issue, etc. This is an individual assignment.

(#6) Self-Assessments of Future Healthcare Expectations (10%): This is the second self-assessment and is meant to measure learning and progress. This self-assessment will be worth 10% of course grade and will serve as the final summary of experiences, and will specifically address lessons learned regarding healthcare and the provision of health services.

(#7) Active & Engaged Participation (10%): Attendance is **mandatory** at all classes, field trips, and all other course-related activities. Only in cases of medical emergency can attendance be excused, and then only with the consent of the instructor. The course instructor will evaluate

your participation in the classroom, cultural outings, fieldtrips, and events using an established set of criteria which includes promptness, full active participation, and common courtesy and cooperativeness. Being on time is extremely important so as to not miss pre-scheduled transportation.

(#8) Journal Reflections (10%): Throughout the course students will maintain a record and analyze significant learning/experiential activities related to the student learning outcomes of this course. Students will maintain a record of feedback given and received. Journal entries will be recorded daily, with date and time indicated as header on separate pages of journal, and all final journal entries will be submitted for appraisal during the last session or class meeting. The first 2 days of journal entries will be submitted on day 3 to ensure it meets course expectations and to provide the opportunity for instructor feedback.

Graduate Student Course Requirements: All course requirements must be completed to pass this course.

(#1) Self-Assessments of Previous Healthcare Experience (10%): These reflective self-assessments will be done twice, once at the beginning and once at the end of the course to measure learning and progress while studying in Dublin and London. The first self-assessment will be worth 10% of course grade.

(#2) Explorative Healthcare Summary (10%): This is an explorative assignment meant to expose the student to a variety of cultural and ethnic experiences in Ireland and London and provide a better understanding of the foundational and influential factors affecting healthcare and perspectives of health and wellness. Students will attend a minimum of 2 events or social gatherings in Ireland and/or London and then summarize their experiences at these events using a specified rubric.

(#3) Observation of Healthcare-related Occupations (10%): Student pairs will be assigned to various healthcare sites to observe the daily occupations of its healthcare practitioners and the provision of health services using a structured rubric. Pairs will present the findings of these observations in class/group meeting using verbal methods and technology (if available) for presentation delivery. A written summary paper will be submitted (worth 5% of course grade) and the presentation will be worth 10% of course grade.

(#4) Interview with the locals (20%): Each student will interview a person who is English speaking and a resident / native of Dublin or London. Interviews will be semi-structured and focused on their perspectives of the healthcare systems of their city/country. Completed assignments will include the transcription of the interview, a written reflective paper on the process, and a presentation to the class using various methods of technology for delivery.

(#5) Wellness Events (10%): Each student will participate in a wellness event and report on this in an oral format (live in class or on discussion board). This may include a yoga, meditation, or other exercise class, a 5K or walk, an awareness day for a health-related issue, etc. This is an individual assignment.

(#6) Self-Assessments of Future Healthcare Expectations (10%): This is the second self-assessment and is meant to measure learning and progress. This self-assessment will be worth 10% of course grade and will serve as the final summary of experiences, and will specifically address lessons learned regarding healthcare and the provision of health services.

(#7) Active & Engaged Participation (10%): Attendance is **mandatory** at all classes, field trips, and all other course-related activities. Only in cases of medical emergency can attendance be excused, and then only with the consent of the instructor. The course instructor will evaluate your participation in the classroom, cultural outings, fieldtrips, and events using an established set of criteria which includes promptness, full active participation, and common courtesy and cooperativeness. Being on time is extremely important so as to not miss pre-scheduled transportation.

(#8) Journal Reflections (10%): Throughout the course you will maintain a record and analyze significant learning/experiential activities related to the student learning outcomes of this Diversity & Occupations in Ireland course. You will maintain a record of feedback given and received. Journal entries will be recorded daily, with date and time indicated as header on separate pages of journal, and all final journal entries will be submitted for appraisal during the last session or class meeting. The first 2 days of journal entries will be submitted on day 3 to ensure it meets course expectations and to provide the opportunity for instructor feedback.

(#9) Study Abroad Term Paper (10%): Graduate Students will be required to conduct preliminary, peer-reviewed research on the provision of health services within their designated state and/or city of residents in the U.S. Graduate Students will summarize their learning related to healthcare-related occupations and services and include peer-reviewed literature to support their findings and views in an APA formatted, 10-page minimum Term Paper that compares and contrasts the three different locations.

Grading Practices:

All assignments will be graded using the following scale. *Late assignments will receive 10% off. An additional 10% will be deducted for each 24 hours past due.*

90 – 100	A	60 – 69	D
80 – 89	B	59 and below	F
70 – 79	C		

Important Dates: (refer to itinerary / topic outline below)

Study Abroad / Course Attendance Policy:

Attendance is **mandatory** at all classes, field trips, and all other course-related activities. Only in cases of medical emergency can attendance be excused, and then only with the consent of the instructor. The course instructor will evaluate the quality and level of active engagement and participation in the classroom, cultural outings, fieldtrips, and events using an established set of criteria of which entails promptness, full active participation, and common courtesy and cooperativeness. Cell phones, laptops, and other devices must be shut off and put away during

class time, unless being used for specific course purposes as directed by the instructor. Because the course is facilitated via discussion/seminar/community-based style, timeliness is of the essence.

Americans with Disabilities Act (ADA) Statement:

Students with disabilities or special needs must contact the instructor and the CCSA office at least a month in advance of the program's beginning so that accommodations can be made, to the extent possible in a study abroad setting. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services, outlining what services they receive on their home campus.

Academic Integrity:

Students are advised that the Academic Integrity Policy of your institution will strictly be enforced in this course. Instances of cheating, plagiarism or fabrication could result in an F on a given assignment or failure in the course. The Academic Integrity policy is available at your hosting institution or you may contact CCSA for additional resources.

Unanticipated Expenditures:

Unanticipated expenditures may occur. It is the recommendation of the course instructor that due to the unanticipated possibility that some incidental costs might occur that aren't covered by the CCSA fee, participants should therefore budget an extra \$100 just in case certain required activities incur a modest extra expense.

Course-Location Connection

The Healthcare in Dublin & London course will guide students through a well-rounded and thorough understanding of the healthcare systems present in Dublin, Ireland and London, England. With pre-course readings preparing students with an understanding of the healthcare systems of the United States, students will be ready to compare what they currently know about the United States to concepts introduced in Dublin and London. To gain a deeper understanding, students will visit various hospitals, skilled nursing facilities, doctor's offices, and inpatient and outpatient therapy clinics, interview residents of Dublin and London, and visit various historical sites within the two cities to further develop a foundational understanding of the ways of life in the two cities that have led to how healthcare and health services are provided. Students will log daily journal entries as a reflective exercise meant to help link their prior knowledge and healthcare experiences to what they will be exposed to in Dublin and London.

Samples of such sites tentatively planned for visitation include, but are not limited to, the following:

- St. Vincent's University Hospital (Dublin)
- Beaumont Hospital (Dublin)
- St. James Hospital (Dublin)
- Children's Health Ireland (CHI) at Crumlin (Dublin)
- National Rehabilitation Hospital (Dublin)
- Hope Rehabilitation Medical Center (Dublin)
- St. Patrick's Cathedral (Dublin)
- Trinity College Book of Kells (Dublin)

- Glendalough (County Wicklow, Ireland- Day Trip)
- Powerscourt House and Gardens (Enniskerry, Ireland- Day Trip)
- Royal College of Occupational Therapists (London)
- The Children's Place (London)
- City Hand Therapy (London)
- Westminster Abby (London)
- Tower of London (London)
- Coca Cola London Eye (London)
- Buckingham Palace (London)

Detailed Course Plans: Fieldtrips & Activities (tentative and based on final course confirmation)

Site visits will be confirmed after the official confirmation of the course and guest speakers/tour guides will be assigned to the group. Students will be asked to prepare 1-2 questions specifically addressing the course learning outcomes stated earlier. These leading questions will help to solidify student's foundational knowledge of the healthcare systems in Dublin and London and permit an adequate comparison with the healthcare systems of the United States. Students will be asked, towards the conclusion of the course, for their recommendations as to areas / opportunities for improvement amongst all 3 healthcare systems (U.S., Dublin, and London).

Samples of such sites tentatively planned for visitation include, but are not limited to, the following:

Week #1 (Dublin, Ireland)

- St. Vincent's University Hospital (Dublin)- Day 1
- Beaumont Hospital (Dublin)- Day 1
- St. James Hospital / Interviews (Dublin)- Day 2
- Children's Health Ireland (CHI) at Crumlin / Interviews (Dublin)- Day 2
- National Rehabilitation Hospital (Dublin)- Day 3
- Hope Rehabilitation Medical Center (Dublin)- Day 3
- St. Patrick's Cathedral (Dublin)- Day 3
- Trinity College Book of Kells (Dublin)- Day 3
- Evening Student Presentations- Day 3
- Glendalough (County Wicklow, Ireland- Day Trip)- Day 4
- Powerscourt House and Gardens (Enniskerry, Ireland- Day Trip)- Day 5

Week #2 (London, England)

- Royal College of Occupational Therapists (London)- Day 6 or 7
- The Children's Place / Interviews (London)- Day 6 or 7
- City Hand Therapy / Interviews (London)- Day 8
- Westminster Abby (London) Day 8
- Tower of London (London)- Day 9
- Coca Cola London Eye (London)- Day 9
- Evening Student Presentations- Day 9
- Buckingham Palace (London)- Day 10

- Reflection Journal Check-offs (Return Flights)
- Final Term-Papers submitted within 2-weeks of return