

Health Care Across the Pond and Beyond
CCSA London/Dublin Winter 2023-24 Program
3 credit hours (undergraduate, upper division credit)

Instructor: Dr. Jennifer L. Fairchild
Office Hours: By appointment
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Instructor Bio:

Dr. Jennifer Fairchild is Professor of Communication at Eastern Kentucky University. Having earned her Ph.D. in Communication from the University of Kentucky in December 2009, Dr. Fairchild continues to extend her dissertation research involving women's narrative reconstruction post-miscarriage and the social support offered to women post-miscarriage. Dr. Fairchild teaches a wide variety of courses, including health communication, communication, leadership and change, intercultural communication, and introduction to human communication. Dr. Fairchild is the 2017 recipient of the Excellence in Online Teaching Award, presented by the Office of e-Campus Learning at Eastern Kentucky University. She is also the recipient of the ECU Student Government Association's "Most Outstanding Distinguished Educational Leader Award" which was presented to her in May 2018. Most recently, Dr. Fairchild received the Excellence in the Art of Teaching Award and the Undergraduate Mentor Award. Both awards were presented to her at the 2021 Kentucky Communication Association's Annual Conference. Dr. Fairchild has taught abroad in two previous winter terms.

COURSE DESCRIPTION: Enhance your expertise in health care systems and communication in two of the most thrilling cities in the world: London and Dublin. With both cities as our classroom, students will gain multicultural health awareness by exploring sites such as the Florence Nightingale Museum, St. Thomas Hospital, The Royal London Hospital Museum, Trinity College Book of Kells, and Children's Health Ireland at Krumlin. Current health care systems and settings will be compared and contrasted. Using the London and Dublin healthcare systems as a foundation, students are encouraged to develop a narrative for American healthcare in the future. This course is for the future healthcare professional, healthcare communication professional, and the healthcare consumer.

PREREQUISITES: None

Note: Please note that as the instructor of this course, I reserve the right to adjust the assignments, calendar, and format of this course at any point within the duration of this course. Such adjustments will only be made to enhance the course and/or meet the unique learning needs of the enrolled students. Students will be notified of these changes either in class, or via e-mail. No changes will be made to the policies described in this syllabus.

STUDENT LEARNING OBJECTIVES: You should be able to demonstrate all of the following competencies by the end of the winter program:

1. Describe cultural viewpoints about healthcare.
2. Describe the history of medicine and healthcare in the UK and Ireland.
3. Compare and contrast current healthcare systems worldwide with particular emphasis on the United States, the United Kingdom, and Ireland.
4. Identify and discuss the types of diversity among patients and caregivers.

REQUIRED MATERIALS:

1. Assigned Readings and Supplemental Materials: Students will review and complete assignments related to instructional slide decks, book chapters, and articles. (See Appendix A for the potential list of reading assignments).
2. Log-in credentials for Blackboard. Your grades and other materials will be posted to Blackboard.
3. An active e-mail account you check regularly.

POLICIES:

Attendance: Attendance and active participation in this course are mandatory. You must notify your instructor of an excused absence prior to class. Students are expected to attend all scheduled tours, visits, and trips. Special consideration may be given in extenuating circumstances. If such circumstances arise, you should contact the instructor immediately.

Tardiness: Tardiness is disrespectful to me and your peers. Make sure you are on time for class and all scheduled trips. **Tardiness will result in a letter grade deduction from your final grade each time you are more than five minutes late.**

Academic Integrity Policy: Plagiarism, fabrication, cheating, or other ethical violations will not be tolerated. **Copying, borrowing, plagiarizing (using another's materials without proper documentation), or in any way representing others' work as your own is a serious academic offense and may result in a failing grade for the assignment and/or course.** If you are not sure about plagiarism, please consult with me before you turn in the assignment.

By now, you may also be familiar with ChatGPT and other AI writing tools that some writers are using to enhance their writing AND to write their work for them. Generally speaking, you are not authorized to use AI writers, software, or artwork-generating programs (or similar) to produce work for this class. Work written by an AI writing tool is not your own original work and as such is not acceptable in this class.

Accessibility Accommodation 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.

Cell Phones & Electronic Devices

Please ensure all cell phones, tablets, etc. are turned off or on silent during class time. You may use laptops for notetaking purposes only. While outside of class, you will understandably wish to take photos and communicate with phones, etc.; however, these activities should not detract from your learning. The city is our classroom, as well.

Respect for Others: The foundation of effective communication is being "other-oriented." Please avoid racist, sexist, homophobic, crude, or other negative unethical language that may make others in our classroom community uncomfortable. Be respectful of me and your peers by speaking in turn.

Remember, for the next two weeks, you are a visitor. Respectful and appropriate conduct is expected. We are representing our country, our states, and our universities. **Disrespectful or inappropriate conduct will result in failure of the course and dismissal from the program.**

Physical Activity Requirements: Students should be able to walk five miles daily, in cold, windy, and rainy conditions, and should be comfortable standing for extended periods of time.

ASSIGNMENTS AND GRADING:

All assignments are due by the assigned date. Failure to turn in an assignment by its due date will result in lowering your score by **one letter grade** for each day your assignment is late.

Pre-Departure:

Article Critiques/Discussion Board/Quizzes/Zoom orientation

Students will complete various readings associated with healthcare systems and health care communication. Students will complete two article critiques, depending on their disciplinary perspectives, and one discussion board post. In addition, students will review videos related to public transportation in London and Dublin and will complete quizzes over their knowledge prior to departure. Students will attend the Zoom predeparture orientation for our class.

(50 points)

On-site (Analysis Papers):

NHS/HSE Advertising Analysis:

As students explore London/Dublin, they will notice several NHS/HSE advertisements around the city. Students will choose one advertisement and prepare a written summary to include description and photo of the advertisement, identification of message sent by advertisement, and an assessment of the ability of this advertisement to be successful in the U.S. **(50 points)**

Participation

In order to enhance on-site learning, students must be engaged in all class activities. Thus, students will receive points based on their contributions to class discussion/activities. Students are also expected to display professionalism at all times during the course, including arriving on-time for class trips and being mindful of social norms when out and about. Students should dress professionally for on-site health care facility visits. Additionally, students should not leave early from class excursions/activities without the professor's consent. **(50 points)**

Post-Departure:

Final paper

Students will submit a final paper of 5-7 pages. Students will select a healthcare communication related topic. They should critically evaluate the **U.S.'s, the UK's, and Ireland's approach** to the topic, including policies, services, and effectiveness. Students should incorporate outside research (minimum of five academic sources) in this paper. Papers should be formatted according to APA style (7th. Ed.). The cover page and reference page do not count in the 5–7-page total.

(100 points)

EXCURSIONS:

I have several day trips designed for experiential learning. While the CCSA program fee will cover much of the incidental expenditures for required course activities and field trips, it is possible that additional costs will accrue to participants. Therefore, participants should budget a minimum of 150 pounds/Euros for such extra class-oriented expenditures.

THE EXCURSIONS LISTED BELOW ARE TENTATIVE. They may be changed because of extenuating circumstances, logistical issues, or other issues beyond our control. Also, you need to

be prepared to walk several miles on these field trips, depending on the locations. Thus, you need to bring good shoes for walking.

Schedule

Before departure, students will complete a series of discussion boards and article critiques related to assigned readings and course content.

In this course, we will be visiting multiple attractions and locations in London and Dublin.

Potential locations include the following:

Week One (London):

Florence Nightingale Museum – Students will learn about the historical development of the nursing profession. <https://www.florence-nightingale.co.uk/>

West-End Musical

London Walks Tour <https://www.walks.com/our-walks/all-around-the-university-firsts-and-inventions-in-the-history-of-medicine-2/>

Class excursion to Bath, England

Wellcome Galleries

Foundling Museum

Week Two (Dublin):

Trinity College Library/Book of Kells – Students will explore the medical collection to gain further knowledge of healthcare and meet with a representative from Trinity College.

Trinity College Campus student-led tour. (Meet with healthcare/nursing students)

Visit The Happy Pear (short train ride outside of Dublin)

Jeannie Johnston/EPIC museum

Historical Walking Tour of Dublin

Class excursion to Glendalough

*Advertising analysis papers will be due on-site.

The final paper will be due within two weeks of return.

Appendix A

Potential reading list for Health Care Across the Pond

subject to change

- Chandrashekar, A. & Mohan, J. (2019). Preparing for the National Health Service: The importance of teamwork training in the United Kingdom medical school curriculum. *Advances in Medical Education and Practice*, 10, 679-688.
[nih.gov/pmc/articles/PMC6709809/](https://pubmed.ncbi.nlm.nih.gov/pmc/articles/PMC6709809/)
- Collins, C. G., & Joyce, P. (2008). Focus on quality in healthcare in Ireland. *International Journal of Health Care Quality Assurance*, 21 (2), 219-228.
<https://doi.org/10.1108/09526860810859067>
- Daly, M., Sutin, A., & Robinson, E. (2022). Longitudinal changes in mental health and the COVID-19 pandemic: Evidence from the UK Household Longitudinal Study. *Psychological Medicine*, 52(13), 2549-2558.
<https://www.cambridge.org/core/journals/psychological-medicine/article/longitudinal-changes-in-mental-health-and-the-covid19-pandemic-evidence-from-the-uk-household-longitudinal-study/3076D6D9BA396B94D02E67FEBF7C66D8>
- Druss, B. & Goldman, H.H. (2018). Integrating health and mental health services: A past and future history. *The American Journal of Psychiatry*, 175(12), 1199-1204.
<https://doi.org/10.1176/appi.ajp.2018.18020169>
- Holder, J., Torpey, P., & Cage, F. (2017, July 25). *How does the US healthcare system compare with other countries?* The Guardian. <https://www.theguardian.com/us-news/ng-interactive/2017/jul/25/us-healthcare-system-vs-other-countries>

- Llano, R. (2011). Immigrants and barriers to healthcare: Comparing policies in the United States and the United Kingdom. *Stanford Journal of Public Health*.
<http://web.stanford.edu/group/sjph/cgi-bin/sjphsite/immigrants-and-barriers-to-healthcare-comparing-policies-in-the-united-states-and-the-united-kingdom/>
- Moore, D. C., & Hanratty, B. (2013). Out of sight, out of mind? A review of data available on the health of care home residents in longitudinal and nationally representative cross-sectional studies in the UK and Ireland. *Age and Ageing*, 42(6), 798-803.
<https://doi.org/10.1093/ageing/aft125>
- Murphy, J., Vallières, F., Bentall, R.P. *et al.* (2021). Psychological characteristics associated with COVID-19 vaccine hesitancy and resistance in Ireland and the United Kingdom. *Natural Communication*, 12(29). <https://doi.org/10.1038/s41467-020-20226-9>
- Rosa, W. E., Kurth, A. E., Sullivan-Marx, E., Shamian, J., Shaw, H. K., Wilson, L. L., & Crisp, N. (2019). Nursing and midwifery advocacy to lead the United Nations Sustainable Development Agenda. *Nursing Outlook*, 67(6), 628-641.
<https://www.sciencedirect.com/science/article/pii/S0029655419300569>
- Vindrola-Padros, C., Andrews, L., Dowrick, A., Djellouli, N., Fillmore, H., Gonzalez, E. B., ... & Johnson, G. (2020). Perceptions and experiences of healthcare workers during the COVID-19 pandemic in the UK. *BMJ open*, 10(11).
<https://bmjopen.bmj.com/content/bmjopen/10/11/e040503.full.pdf>
- Welford, C. (2007). The transformation of care in the Republic of Ireland. *Nursing Management*, 14(4), 26-28. 10.7748/nm2007.07.14.4.26.c4350