



KIIS Tanzania Program, Summer 2027

NURS 317-1 Topics: Comparative Healthcare: Africa and the U.S.

Instructor: Beverly Phelps, MSN, RNC-NIC

Email: Beverly.phelps@wku.edu

Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description:

In this course comparing the Tanzanian and American health care systems, students will learn how culture influences how we understand and value the world around us. Our awareness of cultural and socioeconomic influences on health beliefs and behaviors can equip future healthcare providers with skills to transform personal and professional practice. Interaction with healthcare providers and consumers while visiting hospitals, public health agencies, orphanages, and local villages will deepen student's understanding of how Tanzanian and American health systems compare in such areas as health care education, public health policies, how health care is available and received, as well as allowing students to perform hands-on care. Students will also learn how cultural and historical influences shape modern health care practices by touring historic sites and immersing themselves in the local culture.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes:

Course Objectives:

1. Explore how cultural and socioeconomic factors influence health care beliefs and behaviors in Africa.
2. Explore selected health care delivery options and practices in Tanzania based on interactions and observations in various health care settings.
3. Analyze the impact of spiritual beliefs on health care provision in Tanzania.
4. Develop ideas on how to utilize knowledge and experiences gained in this course in various health care settings.

Student Learning Outcomes:

1. Compare and contrast health care delivery in Tanzania and the United States.
2. Differentiate the roles of various health care professionals in Tanzania compared to the United States.
3. Identify the influence of history, culture, and spiritual beliefs on the modern health care practices in Tanzania and the United States.
4. Analyze the impact of communicable disease on the health of Tanzania communities.
5. Analyze the issues of cultural care diversity and how it relates to nursing care delivery across care settings and the lifespan in both Tanzania and the United States.

4. Major Topics covered in the Course:

1. Cultural and socioeconomic aspects that influence healthcare.
2. The effect of communicable diseases on the overall health of a community.
3. The impact of spiritual beliefs on health care delivery and the overall health of a community.

5. Required Readings and Materials:

No text required. Readings will be assigned to cover various topic areas. Journal entries required as well as two written papers.

6. Graded Assignments:

Participation in this course will not only be based on attendance to class activities, but active engagement in discussions and excursions while displaying initiative with active learning.

Journal entries will be required for various classes and excursions.

A midterm paper will describe your choice of a health care topic that you have seen, experienced, or heard while in Tanzania. It must be two written pages, single spaced.

A final paper will cover a healthcare topic that is relevant and interesting to you. It will compare and contrast Tanzania health care to that of the United States. The paper must be two written pages, single spaced.

A group presentation of your final paper will allow all students to glean more knowledge from each others personal experiences in this course.

Participation and Journal Entries: 30%

Midterm Paper: 30%
Group presentation and paper: 40%

Grading scale: 90-100 A
80-89 B
70-79 C
60-69 D
<60 F

7. Generative AI Policy:

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can “hallucinate” (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.

Students are permitted and encouraged to use generative AI in the following ways:

- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate KUIS/university policies or laws related to data privacy and confidentiality.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

“I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]”

8. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir

(270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eo/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.