



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
PAUL FRISCH	puf3	Liberal Arts (LA)	Not Available

Academic Home: University College (UC)

Type of Proposal: Add Change Drop

Course Designation

(HIST 114N) Historical Perspectives on HealthCare Innovations

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: HIST PER HLTHCA IN
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: UC Arts and Humanities (UC_UCAH)

Effective Semester: FA 2018

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course is an introductory course to the History of Health Care in the United States. Throughout the semester students will learn how historical events have played a pivotal role in shaping the way in which not only the Health Care system in the United States functions but also some of the major historical figures to help impact that system. Student will gain a full understanding of how historical events, from 1850 to the present, such as the Women's Rights movement, the Feminist Movements, World War I and II, the Crimean War and the Civil Rights movement, as well as others helped to shape the way in which health Care professionals are able to provide care and how that care is administered to their patients.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Introduction to History of Healthcare Innovations/Florence Nighingale, Clara Barton, Louis Pasteur, Lillian Wald, Lavinia Lloyd Dock, Katherine DeWitt, Eliza Moore, Dortha Dix, American Medical Association, Sister Mary Bernard (3 hours)

Healthcare in the U.S. - Late 19th Century/ Opening of Nursing Schools (male, female, black), Mary Adelaide (6 hours)

Healthcare in the U.S. -- 1900 - 1920/Walter Reed, American Journal of Nursing, National League for Nursing, birth control clinic opens (6 hours)

Healthcare in the U.S. - 1920 - 1940/ Insulin discovered, Penicillin discovered (Fleming), Sigma Theta Tau formed, Midwifery programs started, Nursing services during war time(6 hours)

The New Deal (3 hours)

WW II - (3 hours)

Healthcare in the U.S. - 1940 - 1960/ First blood bank established, Federal funds become available for the training of nurses, CDC & WHO established, MASH units used, Associate degree nursing started, Structure of DNA identified, polio vaccine introduced (3 hours)

Healthcare in the U.S. - 1960 - 1980/ Army institute of nursing formed, cancer linked to smoking, first open heart surgery performed, CT scans trialed (3 hours)

Healthcare in the U.S. - 1980 - 2000/ first HIV case identified, APN role differentiation, increase in nurse specialty roles (3 hours)

Student presentations (6 hours)

Envisioning the Future/ increase in preventative healthcare initiatives, increase diversity in nursing, DNP programs started, ACA passed (3 hours)

Course Description:

This course will explore how historical context influenced major innovators in health care. It will pursue the general education objectives of 1) integrative thinking, and 2) social responsibility and ethical reasoning. GH learning criteria will include: 1) knowledge of major cultural current issues and developments through time, 2) competence in critical thinking about topics in the humanities, and 3) familiarity with groups, individuals, ideas, or events that have influenced the experiences and values of different communities. GS learning criteria will include the abilities to: 1) describe the ways in which many different factors may interact to influence behaviors and/or institutions, 2) explain how social science researchers work to better understand and address world problems, and 3) recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: PAUL FRISCH (puf3)

Title:

Phone:

Address:

Campus: WS

City:

Fax:

Name: MICHAEL EVANS (mme124)

Title: INSTRUCTOR OF NURSING

Phone: +1 570 963 2652

Address: 0007 DAWSON BUILDING

Campus:

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

1. Discuss important movements, philosophies, and practices from a historical perspective as it relates to changes in healthcare.
2. Explore the inter-relationships between American history and healthcare.
3. Analyze the evolution of healthcare of equality, image, autonomy, media portrayal, socio-political climate, and advances in practice, licensure/certification, and education.
4. Assess one's own views on the social, cultural, and economic impact of healthcare upon American society.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

Mid Term 75 points

Final 75 points

Paper Proposal 25 points

Paper 50 points

Presentation 50 points

Quizzes (5 of 6 count) 50 points

Participation 25 points

350 points

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course fits the criteria of the new general education interdomain guidelines.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course will prepare students to critically think and analyze historical data as it relates to the innovations in healthcare.

This course is designed to be a General Education course that can fit both within the department of History's requirements as well as the Dept of Nursing's requirements for their General Education components. It will also serve as an inter-domain course for all students needing to fulfill the general education requirements set forth by the university beginning next year.

A description of any special facilities:

N/A

Frequency of Offering and Enrollment:

Every other fall semester or more often depending on the need at the campus and 35 students

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Integrative Thinking: Students will have the opportunity to integrate thinking between the perspectives of healthcare and U.S. history and how they to form current trends in healthcare. This will be accomplished through co-teaching of the course with nursing and history faculty. Faculty will provide students with readings and structured discussions to show how historical time periods impacted healthcare innovations. Students will have the opportunity to perform integrative thinking through class discussion, assigned readings, and assignments.

Social Responsibility and Ethical Reasoning: Students will have the opportunity to display social responsibility and ethical reasoning as it relates to current trends in healthcare that have been shaped by U.S. history. This will be accomplished through co-teaching of the course with nursing and history faculty and having the students discuss and examine famous historical figures in U.S. healthcare and how his/her innovations have helped to shape healthcare as we know it today. Faculty will also provide students with readings and structured discussions in class to help them understand how historical healthcare figures had to often question the social norm of the time and fight to advocate for change in advancement of healthcare based on the historical time period.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Integrative Thinking: Course discussion of assigned readings.

Social Responsibility and Ethical Reasoning: Students will examine a famous historical figure in U.S. healthcare and how his/her innovations have helped shape healthcare as we know it today. Students will write a paper and present on this topic and analyze the historical context of the time of which this individual contributed to healthcare innovations and what decisions he/she may have made to move forward with this innovation.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

Through article discussions and reviews, students will be able to engage with experts in the field on specific historical aspects, to help them understand in a more precise manner the changes over time for humanity. This will also help them evaluate different scholars work

Lectures will be used to help develop their competencies on a broad range of cultural and societal threads within a given time period. These lectures will also help demonstrate to the students how historical periods and cultural shifts were influential in also impacting the Healthcare field.

The research paper will then help students to also think critically about how historical sources can be connected, even when on the surface they do not seem to connect, to a specific person/aspect of the overall course.

GS Criteria

Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

✘ Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

✘ Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

The lectures in the course will help the students in the use of data collection and enhanced theoretical methodologies, were and are used in the Healthcare field to improve upon previously well known and utilized concepts.

Article reviews and discussions will help students to recognize the connection between social and cultural threads in specific time period in order to demonstrate the development of behavioral science as it relates to Healthcare.

The presentations, which will be part of the research project, will help the students in learning about the different methods of inquiry used by Healthcare professionals to arrive at new conclusions and practices.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

This course will utilize the humanities framework and methodology through several ways within the course. First, the lectures will give the students background information about the cultural and societal aspects of the United States from the Civil War until the present. These will enable students to gain a basic framework of the different literary, political, economic, social and cultural trends and period of the US during this period. As well as gaining this knowledge base, students will also be asked to read articles related to specific time period within this overall periodization. These articles, written by expert historians in the field, will help students to begin to critically think about how different events and ideas helped to shape the way in which decisions and actions by a variety of individuals were used to shape the way in which healthcare, in particular, was created and improved upon. The discussions that will accompany these article reviews will be used to push students to understand how diversity in society also directly affect all aspects of US culture.

The course will also utilize the social and behavioral sciences framework and methodology throughout the course as well. The lectures designed to look more specifically at the healthcare field are designed to demonstrate how the different initiatives proposed, utilized and adopted by nurses and doctors alike. This will help students to get a broad perspective about how critical decisions and new practices were arrived at and then implemented throughout the healthcare field. Along with these integrative lectures, the course will also use class discussions to help students understand how global innovations were also utilized and adopted within the US.

Connecting these two frameworks and methodologies will manifest in the course through the research paper and presentation that students will work on throughout the length of the course. This research project is designed to have students incorporate both the historical aspects and social behavioral aspects of the course collectively. The project will have the students look at a specific healthcare innovator and research how they impacted the field as a whole, through their studies and theories. Then as part of the project, the students will need to demonstrate, how this innovator's ideas have been used over a long term to demonstrate the societal impact that this specific theory/innovation had upon the entire healthcare field within the US.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

This course will be divided evenly between the two domains. How this is achieved is through a 50/50 split in class time for each professor, where Dr Evans will take one class period, in a T/Th schedule, to discuss aspects of Healthcare. This will then be followed by a class taught by Mr Frisch on the historical period that these Healthcare initiatives were being founded.

For a 16 week course, 32 classes for the semester, Dr Evans and Mr Frisch will each teach 16 classes for an even split between the two domains.

The quizzes will also be split between the two professors evenly. The Mid Term and Final will be a joint effort by both professors.

The research paper/presentation will also be split between the two professors, with Dr Evans taking the lead on the presentation and its components, while Mr Frisch will be taking the lead on the Research paper with the proposal being split evenly between the two.

This will ensure that both domains receive equal footing within the course.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

This course will be taught by two faculty.

Dr. Michael Evans teaches in the College of Nursing and will be teaching about the Healthcare specific aspects of this course. He will also be teaching the class about the roles of healthcare professionals and their development overtime as they relate to the Healthcare field.

Mr. Paul Frisch teaching in the Arts and Humanities Department, History, and will be teaching about the historical periods that relate to the developments within the Healthcare system of the U.S.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

There will be 6 quizzes within the course, each based upon the textbook readings, these will be used to measure basic comprehension of the materials.

There will be one Mid Term and one Final, each formatted in the same manner. The formatting will be Identification and Essay, where the students will be given a list of different major terms learned throughout the course, and they will have to, in paragraph form, describe the term then assess and analyze why these terms are important to the overall understanding of the evolution of Healthcare in the United States.

There will also be a major research proponent of the course. Each student will have to pick a Healthcare professional, from a prescribed list, to research. The students are to prepare to research paper centered on the Historical figure that they have chosen. The main objective of the research paper is to study and look at the long term impact upon their figures contribution to healthcare in the U.S. This can mean both positive and negative impacts upon healthcare and how the larger medical community still views the work done by the historical figure.

This is an opportunity for the student to participate in the historical method of looking at an individual who was a small part of a larger entity within a specific time frame. The students are also encouraged to use and utilize primary sources for their research paper.

Along with this paper, they are also to prepare a proposal at the beginning of the semester to help begin thinking about which

direction they would like to take their research.

Finally, there will also be a presentation aspect of this research. Each student is to prepare a presentation on a historical person who showed innovation in healthcare. The main objective of this presentation is to highlight and go into some depth about what major contribution this person had on their overall understanding of healthcare in the U.S. If the person has had many long lasting impacts, pick one or two to highlight and focus in on those specifically and in depth.

The last assessment would be participation points. Throughout the semester there will be several articles that the students must read and come to class prepared to discuss. This is how the participation points will be assessed.

General Education Designation Requirements

Intercultural Requirements:

This course proposes to have a US designation as it will:

1. Convey to students knowledge of different United States values, traditions, beliefs, and customs.
2. Increase student knowledge of the range of United States cultural achievements and human conditions through time.

Through this course, students will learn about different U.S. values, traditions, beliefs, and customs and that were in place during the different time periods shown in the course outline in conjunction with the healthcare innovations at the time. We will discuss how various U.S. values, traditions, beliefs, and customs impacted the healthcare innovations occurring during particular time spans in U.S. history and how they created opportunities and barriers.

In addition, the course will explore how human conditions and cultural achievements have directly impacted healthcare innovations over time. Based on the time period discussed, students will be given the opportunity to explore how healthcare innovations developed due to the living conditions at the time.

These objectives will be assessed through informal class discussion, quizzes, and presentations. Please see the attached syllabus for course objective and outline.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:



Historical Perspectives on HealthCare Innovations
Semester (Fall 2018)

Instructor:

Instructors: Dr. Michael Evans, Mr. Paul Frisch

Office/Hours: TBA

E-Mail: mme124@psu.edu puf3@psu.edu

Voice Mail: 570-963-2651 (Evans) 570-963-2577 (Frisch)

Course Information:

Credit Hours: (3 credits)

Class Meeting: TuTH 1:35-2:50

Attributes: GH, GS Inter-Domain

Course Description:

This course will explore how historical context influenced major innovators in health care. It will pursue the general education objectives of 1) integrative thinking, and 2) social responsibility and ethical reasoning. GH learning criteria will include: 1) knowledge of major cultural current issues and developments through time, 2) competence in critical thinking about topics in the humanities, and 3) familiarity with groups, individuals, ideas, or events that have influenced the experiences and values of different communities. GS learning criteria will include the abilities to: 1) describe the ways in which many different factors may interact to influence behaviors and/or institutions, 2) explain how social science researchers work to better understand and address world problems, and 3) recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences.

Course Objectives:

1. Discuss important movements, philosophies, and practices from a historical perspective as it relates to changes in medicine.
2. Explore the inter-relationships between American history and healthcare.
3. Analyze the evolution of healthcare of equality, image, autonomy, media portrayal, socio-political climate, and advances in practice, licensure/certification, and education.
4. Assess one's own views on the social, cultural, and economic impact of healthcare upon American society.

General Education Learning Objectives:

Critical and Analytic Thinking

Integrative Thinking

Social Responsibility and Ethical Reasoning

Textbook(s):

Judd, Deborah, Sitzman, Kathleen. A History of American Nursing: Trends and Eras. Second Edition. Jones & Bartlett Learning: Burlington, MA, 2014.

Grading and Assessment:

A 350 to 326 points	A- 325 - 315	
B+ 314 to 306 points	B 305 - 292	B- 291 - 280
C+ 279 to 268 points	C 267 - 245	
D 244 to 210 points		
F below 209 points		

Course Assignments :

Mid Term	75 points
Final	75 points
Paper Proposal	25 points
Paper	50 points
Presentation	50 points
Quizzes (5 of 6 count)	50 points
Participation	<u>25 points</u>
	350 points

Policy for late or missing work and tests:

Late work will not be accepted and missed exams will be rescheduled at the discretion of the instructor based upon the excuse.

All students are encouraged to complete a course survey/evaluation. Information will be sent to you through your PSU e-mail approximately three weeks prior to the end of the term.

Attendance Policy:

1. Attendance and participation in all scheduled classes is expected and will be monitored. Excessive absence can seriously affect a student's success in passing this course.
2. If an evaluative event (exam, quiz, presentation or other form of assessment for grading) will be missed due to an unavoidable absence, the student must contact the instructor prior to the scheduled evaluative event.
 - a. If the student does not contact the Course coordinator/instructor prior to the evaluative event, it will be considered an unexcused absence and an opportunity to take a make-up exam will not be offered.
 - b. Students will be held responsible for using only legitimate, unavoidable reasons for requesting a make-up in the event of a missed class or evaluative event. Requests for missing class or an evaluative event due to reasons that are based on false claims may be considered violations of the policy on Academic Integrity.

3. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
4. Students are responsible for monitoring their grades.
5. Behaviors that disrupt other students' learning are not acceptable (e.g., arriving consistently late for class, cell phone use, reading non-course related materials, or social conversation during class), and will be addressed by the instructor.
6. For severe and chronic problems with student disruptive behavior, the Senate Committee on Student Life Policy on Managing Classroom Disruption will be followed. (<http://studentaffairs.psu.edu/conduct/Disruptions.shtml>)

If a student misses more than 15 classes throughout the semester, they will receive an automatic F in the course.

Starting with the second week of class, the students will be responsible for signing the attendance sheet for attendance, after the first 10 minutes of the course; the sign in sheet will be no longer available. If a student does not sign in, they do not receive credit for attendance that day.

Veteran Statement:

Veterans and currently serving military personnel and/or dependents with unique circumstances (e.g., upcoming deployments, drill/duty requirements, VA appointments, etc.) are welcome and encouraged to communicate these, in advance if possible, to the instructor in the case special arrangements need to be made.

Counseling and Psychological Services:

Penn State's Counseling and Psychological Services (CAPS) offers mental health services to students. Services are designed to enhance the students' ability to fully benefit from the University environment and academic experience. Services are free and confidential. In case of emergency, call 911. To schedule an appointment with CAPS call or visit:

- Worthington-Scranton: 570-963-2681
<http://worthingtonscranton.psu.edu/StudentServices/HealthServices/healthsvc.htm>

Educational Equity Statement:

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the Report Bias webpage at <http://equity.psu.edu/reportbias/>

Course Outline

August

Week 1 – Background

Aug 22 Introduction

Aug 24 – Florence Nightingale

Week 2 – Nursing in US – late 19th c

Aug 29 – p 80-94

Aug 31 – Industrial Revolution

September

Week 3 – Nursing in the US – Late 19th C

Sept 5 – p 94-109 **Quiz 1**

Sept 7 – Turn of the Century US

Week 4 – Nursing in US – 1900-1920

Sept 12 – p 110-133 **Proposal Due**

Sept 14 – Schneiderhan – Pragmatism

Week 5 – Nursing in US – 1900-1920

Sept 19 – p 133-147 **Quiz 2**

Sept 21 – World War I Hospital Care

Week 6 – Nursing in US – 1920-1940

Sept 26 – p 148-164

Sept 28 – Roaring Twenties

October

Week 7 – Nursing in US – 1920-1940

Oct 3 – p 164-181

Oct 5 – Brave – Exhibiting Eugenics **Quiz 3**

Week 8 – New Deal

Oct 10 – New Deal

Oct 12 – **Mid Term**

Week 9 – World War II

Oct 17 – Fighting the War

Oct 19 – Dwyer – Psychiatry and Race

Week 10 – Nursing in US – 1940-1960

Oct 24 – p 181-198

Oct 26 – p 198-217 **Quiz 4 (204-211)**

November

Week 11 – Nursing in US – 1960-1980

Oct 31 – p 218-251

Nov 2 – August – Symptoms War Trauma

Quiz 5

Week 12 – Nursing in the US, 1980-2000

Nov 7 – p 252-289

Nov 9 – Republican Resurgence '80s

Week 13 – Presentations

Nov 14 – Presentations **Paper Due**

Nov 16 – Presentations

Week 14 – Presentations

Nov 28 – Presentations

Nov 30 – Presentations

December

Week 15 – Envisioning the Future

Dec 5 – p 290-343 **Quiz 6 (293-302)**

Dec 7 – Course Wrap up

Dec 11-15 Finals Week

The professor reserves the right to change the syllabus throughout the semester.

Academic Honesty:

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

- Cheating on tests and exams
- Using test aids
- Copying
- Sharing work with others
- Stealing test materials
- Plagiarism – Quoted materials must be enclosed in quotation marks with complete documentation indicating the source. Materials used without direct quotations should have the source indicated.
- Copying any written assignment such as papers, homework, lab reports
- Copying any electronic assignments such as papers, homework, lab reports, programs, etc. Do not copy something from the Internet and call it your own.
- Purchase of all or part of papers, reports, workbooks, or other assignments
- False statements designed to earn the student the right to make up missed work.

Consequences of cheating or academic dishonesty may include any of the following:

- Receive a warning and retake the test or redo the assignment
- Ability to retake the test or redo the assignment with a loss of points
- Receive a grade of zero on assignment or test
- Receive an “F” in the course

Mandated Reporting :

As per Penn State Policy AD- 72, faculty and staff are considered mandated reporters of any current or past incidents of neglect or abuse that they may become aware of through discourse with students in and out of the classroom setting. Regardless of the current age of the student, if the abuse or neglect occurred while that student was a minor (under age 18) then a report must be made. This includes disclosure of abuse or neglect via a class written assignment or oral discussion. Reports would be made to a Penn State Administrator and to PA Child Protective Services. Please refer to <http://guru.psu.edu/policies/AD72.html> for additional information. If

you have any questions or concerns regarding this policy please see your instructor for further discussion.

Weather:

In case of inclement weather please check with Penn State's website and local stations for latest cancelations. If the professor is unable to travel to campus due to inclement weather, when the campus is open, class will take place through Angel. It is best to check your PSU e-mail frequently when inclement weather is approaching for any changes.

Non-Discriminatory/Disability Statement:

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) Web site provides contact information for every Penn State campus: <http://equity.psu.edu/sdr/disability-coordinator>. For further information, please visit Student Disability Resources Web site: <http://equity.psu.edu/sdr>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

Correct information about campus contacts, locations and phone numbers is listed below.

The Coordinator of the Learning Center serves as campus representative for matters concerning students with disabilities. Additional assistance is available with physical or health related disabilities from Health Services. Eileen Giovagnoli , Learning Center Coordinator, Student Success Center, SLC Room 13, 570-963-2678, emg16@psu.edu, Jill Thoman Campus Health Services Nurse, Student Success Center, SLC 10, 570-963-2681 ajt151@psu.edu

Additional information for faculty about working with students with disabilities is available from the Handbook for Faculty and Instructors working with students with disabilities at the following web address:

<http://equity.psu.edu/student-disability-resources/faculty-handbook/>