

## Term Information

Effective Term Spring 2023

## General Information

Course Bulletin Listing/Subject Area Nursing  
Fiscal Unit/Academic Org Nursing - D1700  
College/Academic Group Nursing  
Level/Career Undergraduate  
Course Number/Catalog 3798  
Course Title Nursing Study Tour Cyprus  
Transcript Abbreviation Nursg Study Abroad  
Course Description Provides an introduction to global health, well-being and sustainability concepts, examining the blueprint to transform our world through the Sustainable Development Goals (SDGs). Examination of how current and historical human and natural systems impact well-being. Comparison of approaches in Cyprus and the US for addressing some of the most pressing health issues of young adults.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered Less than 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture, Field Experience  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites Must be in good academic standing  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 51.3801  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- 1. Explore interdisciplinary perspectives on approaches to achieving Sustainable Development Goals (SDGs).
- 2. Describe how human and natural systems impact health and well-being.
- 3. Analyze the influence of culture on health and well-being in a global setting.
- 4. Identify historical, current, and future perspectives impacting Cyprus's priority SDGs and the health and well-being of its citizens.
- 5. Apply experiences to increase motivation to engage in and develop potential sustainable solutions to improving personal health and well-being.
- 6. Identify and describe various evidence-based practices to improving health and well-being.

### **Content Topic List**

- Travel and safety
  - Sustainable Development Goals
  - Health and Well-Being
  - Differences and similarities among health care systems in the U.S. and abroad
  - History, culture, and current political and environmental climate in Cyprus
  - Global Sustainability
  - Priority Health Concerns of Adolescent and Emerging Adults
- No

### **Sought Concurrence**

## Attachments

- College of Nursing\_Cyprus\_Submission\_Health\_Well-being\_4.29.21.pdf  
*(Other Supporting Documentation. Owner: Taff, Gina M)*
- College of Nursing\_Cyprus\_Education Abroad Course Inventory\_4.29.21.pdf  
*(Other Supporting Documentation. Owner: Taff, Gina M)*
- Nursing 3798 Brief Syllabus.docx: Brief Syllabus  
*(Syllabus. Owner: Taff, Gina M)*
- Nursing 3798 Detailed Syllabus Cyprus Gen Ed 8-26-22.docx: Detailed Syllabus  
*(Syllabus. Owner: Taff, Gina M)*

**Comments**

- Change in course description

Change in delivery requested *(by Anderson, Cindy M on 08/30/2022 10:48 AM)*

- I will follow up with Wendy Bowles, at Meg Daly's recommendation. Here is a brief summary of issues with the course submission:

- New GE does not start until AU22 so please use that term (not summer).
- This appears to be a 4-week program in Cyprus so it should not be variable credit. Should be fixed 4 cr.
- A GE course of this nature should not be repeatable.
- Length of course should be 4 weeks; please do not select all possible lengths.
- Per OAA, select all campuses for a course in the new GE--or upload rationale for why that is not the case.
- GE courses cannot be limited to students in a particular major.
- Please upload detailed syllabus with full schedule and other necessary components.

<https://ascas.osu.edu/curriculum/syllabus-elements>

- Please upload detailed credit hour rationale that links with schedule in syllabus.

<https://ascas.osu.edu/curriculum/credit-allocation-guidelines-education-abroad-programs>

- Perhaps Geogr 3753.02 should be an exclusion? *(by Vankeerbergen, Bernadette Chantal on 01/06/2022 08:56 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Taff, Gina M	11/09/2021 12:24 PM	Submitted for Approval
Approved	Taff, Gina M	11/09/2021 12:25 PM	Unit Approval
Approved	Wills, Celia Emily	11/09/2021 12:59 PM	SubCollege Approval
Approved	Anderson, Cindy M	11/09/2021 04:23 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/06/2022 09:00 PM	ASCCAO Approval
Submitted	Taff, Gina M	07/14/2022 11:54 AM	Submitted for Approval
Approved	Taff, Gina M	07/14/2022 11:54 AM	Unit Approval
Revision Requested	Anderson, Cindy M	07/15/2022 01:27 PM	SubCollege Approval
Submitted	Taff, Gina M	08/26/2022 01:27 PM	Submitted for Approval
Approved	Taff, Gina M	08/26/2022 01:28 PM	Unit Approval
Revision Requested	Anderson, Cindy M	08/30/2022 10:48 AM	SubCollege Approval
Submitted	Taff, Gina M	08/31/2022 09:10 AM	Submitted for Approval
Approved	Taff, Gina M	08/31/2022 09:10 AM	Unit Approval
Approved	Anderson, Cindy M	08/31/2022 09:32 AM	SubCollege Approval
Approved	Anderson, Cindy M	08/31/2022 09:32 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/31/2022 09:32 AM	ASCCAO Approval



**Course Faculty:**

Dianne Morrison-Beedy, PhD, RN, FNAP, FAANP,

FAAN

Office: 760 Kinnear Road

Phone Number: 614-514-5808

Email: Morrison-beedy.1@osu.edu

Office Hours: TBD

**Class Meeting Schedule:**

Class: Pre-departure Course TBD from 12:30-5pm Newton Hall TBD/Neapolis University Campus Cyprus TBD

Cyprus Experience: May 5, 2023- June 4, 2023

**Course Format/Delivery Method:**

This is a hybrid course that consists of both in-person and online coursework. Students will complete 10.25 clock hours of the didactic course prior to departure in a hybrid format. The other 21 clock hours of in-person lectures will be while in-country. In addition to didactic content in-country, 37.5 clock hours of lab/field immersive experiences will be facilitated.

**Course Materials / Software:**

All reading materials are available online and will be provided via links in the assignments posted to Canvas. Additional links will be provided to videos, podcasts, etc. that will be used to supplement instruction in the class.

**Course Description:**

Provides an introduction to global health, well-being and sustainability concepts, examining the blueprint to transform our world through the Sustainable Development Goals (SDGs). Examination of how current and historical human and natural systems impact well-being. Comparison of approaches in Cyprus and the US for addressing some of the most pressing health issues of young adults.

**Course Learning Objectives:**

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

1. Explore interdisciplinary perspectives on approaches to achieving Sustainable Development Goals (SDGs).
2. Describe how human and natural systems impact health and well-being.
3. Analyze the influence of culture on health and well-being in a global setting.
4. Identify historical, current, and future perspectives impacting Cyprus's priority SDGs and the health and well-being of its citizens.
5. Apply experiences to increase motivation to engage in and develop potential sustainable solutions to improving personal health and well-being.

6. Identify and describe various evidence-based practices to improving health and well-being.

**Prerequisites:** Must be in good academic standing.

**Additional Requirements:** All undergraduate students must be in good academic standing and meet the Office of International Affairs (OIA) General Eligibility Requirements and Conditions for Participation. Students must attend required Office of International Affairs (OIA) and College of Nursing pre-departure session, and enroll in the U.S. Department of State Smart Traveler Program as required by OIA.

**GE Category:** Health and Wellbeing

**GE Expected Learning Outcomes:**

*Goal 1: Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.*

1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

**Activities to achieve goal:**

- Required readings and video discussions
- Well-being journal and feedback
- Group discussion and synthesis of lab/field immersion experiences and course objectives
- Group discussion posts

*Goal 2: Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.*

2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

**Activities to achieve goal:**

- Culture and Health Blog
- Sustainable Development Goals/ Health & Well-Being Essay
- Required readings and video discussions
- Lab/field experiences

*Goal 3: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)*

3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.

3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

**Activities to achieve goal:**

- Sustainable Development Goals and Health & Well-Being project and PPT presentation
- Immersive lab/field experiences
- Required readings and video discussions
- Journal and monitoring of personal well-being goals (focus on physical activity, nutrition, mental/emotional stress)

**Teaching Strategies:** Lecture, oral presentation, discussion, and reflection journals.

**Grading and Evaluation:**

A student will receive one grade for classroom and field experience activities. The course grade will be determined based on classroom evaluation unless unsatisfactory performance in field experience is documented. Unsatisfactory field experience performance will result in a course grade of E. Student performance will be evaluated by:

Assignment Name	Points / Weight	Due Date
Personal Health & Well-Being Journal/Synthesis	20 points	
Group Discussion Posts	20 points	
Culture Impacting Health Blog	15 points	
Sustainable Development Goal Essay	20 points	
Sustainability Interdisciplinary Project	25 points	
<b>TOTAL COURSE POINTS</b>	100 points	

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments above.

- **Independent Work:** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required:** An explicit expectation for collaboration among students either in-class or outside (i.e., group work).
- **Optional-Collaboration:** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one’s original and individual creation.

**Content Outline:**

**Personal Health and Well-Being Journal – 20 points**

*(Optional-collaboration)*

Students will begin a journal prior to departure, identifying personal health and well-being attitudes, behaviors, and goals and activities. During the course, they will complete a weekly journal documenting changes in knowledge, attitudes, beliefs, and behaviors connected to learning experiences as well as challenges and successes to implementing personal health and well-being goals while in Cyprus. Summative reflection should also describe change, if any, in motivation to engage in and develop potential sustainable solutions to improving personal health and well-being comparing pre-departure metrics with their experience in country.

**Weekly Journal Activities:**

Timeframe	Activity	Due Date
<b>Pre-Departure</b>	Track daily physical activity, nutrition, and stress/anxiety levels one week prior to the pre-departure course. Summarize strengths in regard to health and well-being and areas for improvement. (100 words)	Day 2 – Sunday, May 7, 2023

<b>Week 1</b>	Track physical activity/exercise during the first week in-country by recording daily step count. Compare and contrast Cyprus with US baseline experience (100 words).	Day 9 – Sunday, May 14
<b>Week 2</b>	Track dietary changes and nutrition during the second week in-country by logging meals and snacks. Compare and contrast Cyprus with US baseline experience (100 words).	Day 16 – Sunday, May 21
<b>Week 3</b>	Track stress/anxiety levels during the third week in-country by reflecting on daily mood changes. Compare and contrast Cyprus with US baseline experience (100 words).	Day 23 – Sunday, May 28
<b>Week 4</b>	Students will submit their cumulative journal including a summative synthesis reflection (300-400 words).	Day 27 – Thursday, June 1

### Group Discussion Posts – 20 points

*(Optional-collaboration)*

Students will begin by completing an individual discussion post of one substantial paragraph for each topic (100 words). Students should frame their discussion prompt by summarizing a big idea or intriguing insight from the course materials that answers the discussion question. End the original post with a thought-provoking, open-ended question (i.e. one that cannot be answered with a simple “yes” or “no” response). Once they have completed their individual post, each student will respond to the post question of at least one other student before the outlined dates below:

Group Discussion Topic	Due Date
<b>Discussion A</b> – Be Here Now: Mindfulness Works!	Pre-Departure – TBD
<b>Discussion B</b> – Sleep Soundly: You Can Do It! Staying Physically Active While Home: Tips and Tricks	
<b>Discussion C</b> - Boosting Immunity & Sustaining Energy with Healthy Lifestyle Behaviors: Tips & Tricks!	Day 3 – Monday, May 8
<b>Discussion D</b> - Building Resiliency Skills	
<b>Discussion E</b> - Stress Buster: Using Cognitive-Behavioral Skills to Allay Anxiety & Depression	Day 6 – Thursday, May 11
<b>Discussion F</b> - Gratitude and Positivity: A Dynamic Duo	

### Culture Impacting Health Blog – 20 points

*(Independent work)*

**Due Date: Upon arrival at class on Monday, May 23, 2022.**

This assignment is focused on integrating field and lecture experiences in the analysis of how culture in Cyprus impacts the health and well-being of: (1) its citizens and (2) you as a guest in the country. After reading assigned blogs and readings and researching a bit on the “ugly American” descriptor, write your own blog (around 300- 400 words) about your journey in understanding cultural differences and similarities to the US in aspects of life in Cyprus that are related to the SDG#3: Good Health and Well-Being. Describe any connection to field experiences while in Cyprus. Include at least 1 photo, video or infographic.

### Sustainable Development Goal Essay – 20 points

*(Independent work)*

**Due Date: Essay is to be turned in no later than 11:59pm on Saturday, May 28, 2022.**

After reviewing the SDG's, select one field experience and link what you learned, saw and experienced there with how human and natural systems impact(ed) SDG #3 Good health and well-being issues. This can be from a historical, current, or future perspective. Describe in 300-400 words.

Guidelines for SDG essay:

- Typed, double-spaced; APA referencing (minimum 2 references)
- Name, course number, and date clearly listed in top right corner
- Title of your paper
- Use 12-point font, Arial or Times New Roman only, 1" margins on all sides, number pages, use subheadings, stapled in top left corner

**Sustainability Interdisciplinary Project – 25 points**

*(Collaboration required)*

Students will present with a student from a different discipline or in the concurrent geography course. The purpose of this project is to identify historical, current, and future perspectives impacting one of Cyprus' priority SDGs (other than SDG #3) and connect it to SDG#3 Good health and well-being of its citizens. Students will choose one of the priority SDG goals in Cyprus and compare and contrast initiatives impacting outcomes versus those in the U.S.. Use historical, current, and future initiatives identified during the trip. Further details about presentation topics will be discussed in class. Critique and discussion following this presentation will allow students to gain interdisciplinary perspectives on approaches to achieving the SDGs. Priority SDGs for Cyprus are: #1 No Poverty, #3 Good Health and Well-Being, #4 Affordable and Clean Energy, #7 Affordable and Clean Energy, #8 Decent Work and Economic Growth, #9 Industry, Innovation, and Infrastructure and #14 Life Below Water.

**Late Assignments:**

Timely submission of assignments for the classroom, clinical, and lab components of the course is an expectation of students, as it demonstrates professionalism and accountability. In the event of an unforeseen situation, which will require a late submission, students need to contact their instructor as soon as possible.

**Grading Scale**

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	92-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-67%	66-60%	59 - 0%

**Final course grades only will be rounded to the nearest percentage point using the tenths position (e.g., 93.5% will be 94%, 93.4% will be 93%)**

**Course Schedule**

CYPRUS SCHEDULE/AGENDA	
Pre-Departure Class	
<b>DATE TBD</b>	Pre-Departure Orientation (4.25 hours)  <b>Readings:</b> 1. Why transformative global experiences matter (Morrison-Beedy, 2018) <a href="https://u.osu.edu/osuglobaltransformations/2018/10/02/why-transformative-global-experiences-matter/">https://u.osu.edu/osuglobaltransformations/2018/10/02/why-transformative-global-experiences-matter/</a>



	<p>2. Global. Local. Glocal. (Morrison-Beedy, 2018)  <a href="https://u.osu.edu/osuglobaltransformations/2019/01/25/global-local-glocal/">https://u.osu.edu/osuglobaltransformations/2019/01/25/global-local-glocal/</a></p> <p>3. The top 10 things to pack (in your brain) for global educational experiences (Morrison-Beedy, 2018)  <a href="https://u.osu.edu/osuglobaltransformations/2019/02/04/the-top-10-things-to-pack-in-your-brain-for-global-educational-experiences/">https://u.osu.edu/osuglobaltransformations/2019/02/04/the-top-10-things-to-pack-in-your-brain-for-global-educational-experiences/</a></p> <p>4. Body Ritual Among the Nacirema (Miner, 1956). Read pages 503-507.</p> <p><b>(Discussion posts A &amp; B due)</b></p>
<b>Week 1 – Pafos</b>	
Day 1 – Saturday, May 6	Arrive in Cyprus
Day 2 – Sunday, May 7	In-Country Orientation/Welcome activities (Personal Health and Well-Being Journal – Pre-Departure Week Due)
Day 3 – Monday, May 8	<p><b>CLASS 1:</b> Health &amp; Well-Being Class (1.5 hours)</p> <p><b>Readings/Videos:</b></p> <p>1. SDG index and dashboards report 2018. (Sachs, Kroll, Schmidt-Traub, Lafortune, Fuller, 2018) Read pages 1-17.  <a href="https://www.sdgindex.org/reports/sdg-index-and-dashboards-2018/">https://www.sdgindex.org/reports/sdg-index-and-dashboards-2018/</a></p> <p>2. The Sustainable Development Goals and Covid-19. (Sachs, Kroll, Schmidt-Traub, Lafortune, Fuller, Woelm 2018) Read the Executive Summary and pages 1-13.  <a href="https://www.sdgindex.org/reports/sustainable-development-report-2020/">https://www.sdgindex.org/reports/sustainable-development-report-2020/</a></p> <p>3. The lazy person's guide to saving the world. (United Nations, 2020)  <a href="https://www.un.org/sustainabledevelopment/takeaction/">https://www.un.org/sustainabledevelopment/takeaction/</a></p> <p>4. 'We The People' for The Global Goals. (The Global Goals, 2015)  <a href="https://www.youtube.com/watch?v=RpqVmvMCmp0&amp;feature=emb_title">https://www.youtube.com/watch?v=RpqVmvMCmp0&amp;feature=emb_title</a></p> <p>5. The global goals we've made progress on -- and the ones we haven't. (Green, 2018)  <a href="https://www.youtube.com/watch?v=N3SQIrmV1cE">https://www.youtube.com/watch?v=N3SQIrmV1cE</a></p> <p><b>(Discussion posts C &amp; D due)</b></p>
Day 4 – Tuesday, May 9	Walking tour of Pafos
Day 5 – Wednesday, May 10	Tour of UNESCO World Heritage Site Archaeological Kato Paphos Site I.
Day 6 – Thursday, May 11	<p><b>CLASS 2:</b> Health &amp; Well-Being Class (1.5 hours)</p> <p><b>Readings/Videos:</b></p> <p>1. Re-engineering the Cypriot healthcare service system. (Pallari, Samoutis, &amp; Rudd, 2020)</p> <p>2. Correlating physical activity and quality of life of healthcare workers. (Sardi, et al., 2019)</p> <p>3. Diet Review: Mediterranean Diet.  <a href="https://www.hsph.harvard.edu/nutritionsource/healthy-weight/diet-reviews/mediterranean-diet/">https://www.hsph.harvard.edu/nutritionsource/healthy-weight/diet-reviews/mediterranean-diet/</a></p> <p>4. Why is the Mediterranean Diet Good for Your Heart?  <a href="https://www.youtube.com/watch?v=o5aof7UI3yg">https://www.youtube.com/watch?v=o5aof7UI3yg</a></p> <p><b>(Discussion posts E &amp; F due)</b></p>
Day 7 – Friday, May 12	Visit Saint Neofytos Monastery

Day 8 – Saturday, May 13	Free day
<b>Week 2 – Pafos/Nicosia</b>	
Day 9 – Sunday, May 14	Free day ( <b>Personal Health and Well-Being Journal - Week 1 Due</b> )
Day 10 – Monday, May 15	<p><b>CLASS 3:</b> Health &amp; Well-Being Class (1.5 hours)</p> <p><b>Readings/Videos:</b></p> <ol style="list-style-type: none"> <li>1. U.S. Health Care from a Global Perspective, 2019: Higher Spending, Worse Outcomes? (Tikkanen &amp; Abrams, 2020) <a href="https://www.commonwealthfund.org/publications/issue-briefs/2020/jan/us-health-care-global-perspective-2019">https://www.commonwealthfund.org/publications/issue-briefs/2020/jan/us-health-care-global-perspective-2019</a></li> <li>2. Current Eating Patterns in the United States 2015-2020. <a href="https://health.gov/our-work/food-nutrition/2015-2020-dietary-guidelines/guidelines/chapter-2/current-eating-patterns-in-the-united-states/">https://health.gov/our-work/food-nutrition/2015-2020-dietary-guidelines/guidelines/chapter-2/current-eating-patterns-in-the-united-states/</a></li> <li>3. Structural Racism and Health Inequities in the US. (Bailey, 2017)</li> <li>4. Rethinking Health, Wellness &amp; Aging in America Today (DeStefano, 2019) <a href="https://www.youtube.com/watch?time_continue=39&amp;v=vP2srcF605c&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=39&amp;v=vP2srcF605c&amp;feature=emb_logo</a></li> </ol>
Day 11 – Tuesday, May 16	<p><b>CLASS 4:</b> Health &amp; Well-Being Class (1.5 hours )</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Sustainable Development Goals Knowledge Platform: Cyprus <a href="https://sustainabledevelopment.un.org/memberstates/cyprus">https://sustainabledevelopment.un.org/memberstates/cyprus</a></li> <li>2. Republic of Cyprus: Review on the Implementation of the 2030 Agenda in Cyprus. Read pages 7-11 and information about SDG3 on pages 18-20. (Cyprus Ministry of Foreign Affairs, 2017)</li> <li>3. Cyprus: Fit to Deliver on the 2030 Agenda for Sustainable Development? (Themistokleous, Anastasiou, Vrasidas, 2017)</li> <li>4. Sustainable development report of the United States 2018. (United Nations, 2018) Read the Executive Summary and pages 1-18 <a href="https://s3.amazonaws.com/sustainabledevelopment.report/2018/2018_sustainable_development_report_us_states.pdf">https://s3.amazonaws.com/sustainabledevelopment.report/2018/2018_sustainable_development_report_us_states.pdf</a></li> <li>5. American Leadership on the Sustainable Development Goals. (Pipa &amp; Brown, 2019) <a href="https://www.brookings.edu/blog/up-front/2019/10/14/american-leadership-on-the-sustainable-development-goals/">https://www.brookings.edu/blog/up-front/2019/10/14/american-leadership-on-the-sustainable-development-goals/</a></li> </ol>
Day 12 – Wednesday, May 17	Travel to Nicosia - Visit the Representation of the European Commission, Old Nicosia, Archaeological Museum, Byzantine Museum
Day 13 – Thursday, May 18	Sightseeing Nicosia - Visit Ministry of Foreign Affairs, Presidential Palace, Leventis Gallery.
Day 14- Friday, May 19	Village of Persiterona, Kakopetria, Geopark at Pano Amiantos, Botanical gardens, Kykko Monastery, Makarios's Tomb, Throni, and Stavros tis Psokas Forest Station.
Day 15 – Saturday, May 20	Free day
<b>Week 3 – Pafos</b>	
Day 16 – Sunday, May 21	Free Day ( <b>Personal Health and Well-Being Journal - Week 2 Due</b> )
Day 17 – Monday, May 22	<p><b>CLASS 5:</b> Health &amp; Well-Being Class (2 hours)</p> <p><b>Readings/Videos:</b></p> <ol style="list-style-type: none"> <li>1. Progress in adolescent health and wellbeing: Tracking 12 headline indicators for 195 countries and territories, 1990–2016. (Azzopardi, et al., 2019)</li> </ol>

	<p>2. Additional topical readings covering priority health concerns of adolescent and emerging adults</p> <p>3. College Students (And Their Parents) Face A Campus Mental Health 'Epidemic'. (Gross, 2019)  <a href="https://www.npr.org/sections/health-shots/2019/05/28/727509438/college-students-and-their-parents-face-a-campus-mental-health-epidemic">https://www.npr.org/sections/health-shots/2019/05/28/727509438/college-students-and-their-parents-face-a-campus-mental-health-epidemic</a></p> <p><b>(Culture Impacting Health Blog due)</b></p>
Day 18 – Tuesday, May 23	<p><b>CLASS 6:</b> Health &amp; Well-Being Class (2 hours )</p> <p><b>Readings:</b></p> <p>1. Global Environmental Health and Sustainable Development.  <a href="https://www.niehs.nih.gov/health/topics/population/global/index.cfm">https://www.niehs.nih.gov/health/topics/population/global/index.cfm</a></p> <p>2. High-quality health systems in the Sustainable Development Goals era: time for a revolution. (Kruk, et. al., 2018)</p> <p>3. Why human health must be at the center of climate action. (Erbsoll &amp; Gauthier, 2019)  <a href="https://www.greenbiz.com/article/why-human-health-must-be-center-climate-action">https://www.greenbiz.com/article/why-human-health-must-be-center-climate-action</a></p>
Day 19 – Wednesday, May 24	<b>CLASS 7:</b> Health & Well-Being Group Work Session (2 hours )
Day 20 – Thursday, May 25	<p>Sightseeing Wine Villages</p> <p>- Visit to the gentrified village of Omodos, Lambouri Winery, Kourion Archaeological Site, Fassouri Citrus Growing Area, Kolossi Castle, Mediterranean Maritime Academy, Aphrodite's Rock</p>
Day 21 - Friday, May 26	Free day
Day 22 – Saturday, May 27	Free day <b>(SDG Essay due)</b>
<b>Week 4 – Pafos</b>	
Day 23 – Sunday, May 28	Free day <b>(Personal Health and Well-Being Journal - Week 3 Due)</b>
Day 24 – Monday, May 29	<b>CLASS 8:</b> Health & Well-Being Group Work Session (2 hours )
Day 25 – Tuesday, May 30	<b>CLASS 9:</b> Sustainability Interdisciplinary Project Presentations (3 hours )
Day 26 – Wednesday, May 31	<b>CLASS 10:</b> Sustainability Interdisciplinary Project Presentations (3 hours )
Day 27 – Thursday, June 1	<b>CLASS 11:</b> Summary/Course Evaluations (1 hour) <b>(Personal Health and Well-Being Journal – Summative Reflection Due)</b>
Day 28 – Friday, June 2	Farewell activities
<b>Saturday, June 4 - Travel back to the US</b>	

**Class Attendance / Participation Expectations:** Students are expected to attend all classes and activities during the short-term study abroad experience. If there is a medical reason why the student cannot participate, they should contact the instructor as soon as possible.

**Study Abroad Specific Policies:**

**Passports:** A passport is necessary. Your passport must be good for the six months FOLLOWING your time abroad. You must obtain your own passport. A Visa is not necessary for travel to Cyprus for US passport holders. Information on applying for a passport or visa (if you are a non-US passport holder) will be provided by OIA.

**Travel Health and Safety Notices:**

Students must enroll in the U.S. Department of State Smart Traveler Program as per OIA policy. Students are also encouraged to sign up for Email Travel Warnings, read current travel warnings, and visit the Students Abroad Website: <http://www.state.gov/travel/>

Students are encouraged to monitor the Centers for Disease Control and Prevention website for the latest travel health notice: <http://wwwnc.cdc.gov/travel/notices/>

### **Instructor Feedback and Response Expectations:**

Students can expect to have a response to an e-mail from the course faculty within 72 hours, even if the response is just to say that the request is being considered, or the problem is being addressed. Students who have not received a response to an e-mail request can re-send the request if a response is still pending. The course instructor does check e-mail daily, and will often reply sooner. **Please title e-mails appropriately starting with N3798- so that the instructor can distinguish student emails from other work emails.** Also, do not add a question or a concern to the end of an assignment, or to the end of a “reply all” e-mail. Use the e-mail addresses listed at the beginning of this syllabus to contact the instructor. Often instructor responses to student questions are sent to the entire group to offer further information to all students or addressed weekly in class. Students should maintain daily access to their OSU e-mail. Students should respond to e-mail from the instructor within 72 hours as well, even if to say that that a response is being considered or the problem is being addressed.

### **College of Nursing & University Policies:**

Students are expected to follow the policies within the [College of Nursing BSN Handbook](#), including but not limited to:

#### **Students with Disabilities:**

Students requesting accommodation for disability for classroom needs are responsible for notifying the Course Head by the end of the **first week** of the semester, if known, to discuss specific needs. Self-identification is the only way to assure that the faculty member can make the appropriate accommodation. Students should provide a letter from the Office for Disability Services <http://slds.osu.edu/> (098 Baker Hall, 113 W. 12<sup>th</sup> Avenue; (614) 292-3307; VRS: (614) 429-1334) to verify the disability.

Students needing accommodation for temporary physical disabilities or health related reasons should contact the Course Head in order to discuss placement options. Students must be able to perform all job functions as required by the clinical placement site. Students may be asked to provide a letter from Student Life Disability Services indicating physical restrictions or limitations.

#### **Student Life Disability Services Statement with COVID-19 Addition:**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let the instructor know immediately so that we can privately discuss options. To establish reasonable accommodations, the instructor may request that you register with Student Life Disability Services. After registration, make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

#### **Health and Safety Requirements:**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

### **Mental Health:**

College students can experience mental health concerns impacted by a variety of factors. As a result, it is important for students to keep in mind that there are supports available. While individual counseling, group counseling, and psychiatric care are good options, it is important for students to consider all of the resources available based on the situation/need, timeliness, and availability. More information about university support may be found here <https://ccs.osu.edu/mental-health-support-options/>

At the College of Nursing, a mental health counselor is available for individual counseling appointments. More information may be found on the website (<https://nursing.osu.edu/students/student-resources/counseling-services>) or reach out to schedule an appointment via email [woith.3@osu.edu](mailto:woith.3@osu.edu) or phone [614-292-6952](tel:614-292-6952).

Students are also welcome to use Ohio State's primary counseling center, Counseling Consultation Services (CCS), which offers appointments 8:00 a.m. – 8:00 p.m. Monday-Thursday and 8:00 a.m. – 5:00 p.m. on Fridays. Students can schedule an appointment with CCS by calling [614-292-5766](tel:614-292-5766).

### **Academic and Professional Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Students are subject to the provisions in the “Code of Student Conduct”; copies located in: Student Affairs, Room 106 Newton Hall, Office of Student Life, Room 464 Ohio Union or online at <https://studentlife.osu.edu/resources/> and also the Professional Standards ([The OSU CON Student Handbook](#)). Failure to comply with these policies will be handled as outlined in the respective documents.

### **Office of Diversity, Equity and Inclusion**

The faculty and staff at The Ohio State University College of Nursing aspire to meet students’ learning needs inside and outside of class. We wish to honor each student’s uniqueness. We intend to present materials and activities that are respectful of diversity, including gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion and culture. If you recognize opportunities that you think can improve the effectiveness of the course, you are encouraged to discuss these ideas with your instructor(s) and/or advisor. If any class meetings conflict with your religious events, please notify your instructor(s) to discuss alternative arrangements.

We care about creating an inclusive learning environment for all students and ask for your assistance in doing so:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please notify your instructor.
- If you feel your performance in this class is being impacted by intrusive experiences outside of class, please discuss your concerns with your instructor(s) and/or advisor. An additional

resource is the Office of Diversity, Equity and Inclusion at the College of Nursing. Please reach out to [CONdiversity@osu.edu](mailto:CONdiversity@osu.edu) for more information and/or to schedule an appointment.

**HIPAA Protected Information:**

All forms of class assignments and/or discussion are to be free of any and all information that could potentially lead to the identification of a patient or patient situation. While we recognize the value of dialogue surrounding circumstances that present as unique and perhaps can be seen as relevant for teachable moments, protecting patient information takes precedence. For the purpose of learning and improving care, potentially identifiable information should be masked so that all parties are protected. Violations of patient confidentiality will be handled by the Professional Misconduct Committee within the college and according to agency policies wherein the violation has occurred.

**Electronic Communication Policy:**

Students now have unprecedented opportunities for enhanced learning supported by electronic technology and devices. The College of Nursing recognizes electronic devices are part of the learning process and that the internet and smart phones applications or “apps” provide learning tools necessary to be successful. The use of electronic devices in the classroom is dependent on the content, activity, assignment and instructor permission. The online classroom should be treated in the same manner as an on-campus classroom regarding avoiding the distraction of electronic device. Students who need to respond to personal emergencies during class should use their step away notification and contact the instructor after class. Screen capturing, recording, and/or downloading any pictures, videos, discussions, lectures, or test questions within the online classroom are prohibited without the consent of the instructor. Electronic transmission of data related to patient specific identifiers and student-to-student health information obtained in physical assessment labs with student identifiers is a violation of HIPAA. Students found in violation of this policy may be referred for review for Professional Misconduct (see Professional Misconduct Policy) and/or Office of Student Life: Student Conduct Board (see Chapter 3335-23 Code of Student Conduct).

Please be aware that electronic transmission of data related to patient specific identifiers and student to student health information obtained in physical assessment labs with student identifiers is a violation of HIPAA.

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

**GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**

**ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

**ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

# Education Abroad & Away Course Inventory

## **Overview**

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Education Abroad & Away Courses. Expectations for workload and credit-hours for Education Abroad & Away courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It also may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## **Accessibility**

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## **Pedagogical Practices for Education Abroad & Away**

Course subject & number

**Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Education Abroad & Away Course Inventory

**Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context).**

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content.**

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Education Abroad & Away Course Inventory

**Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Education Abroad & Away Course Inventory

**Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Public Demonstration of competence both in academic settings and, if possible, in the study away site.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

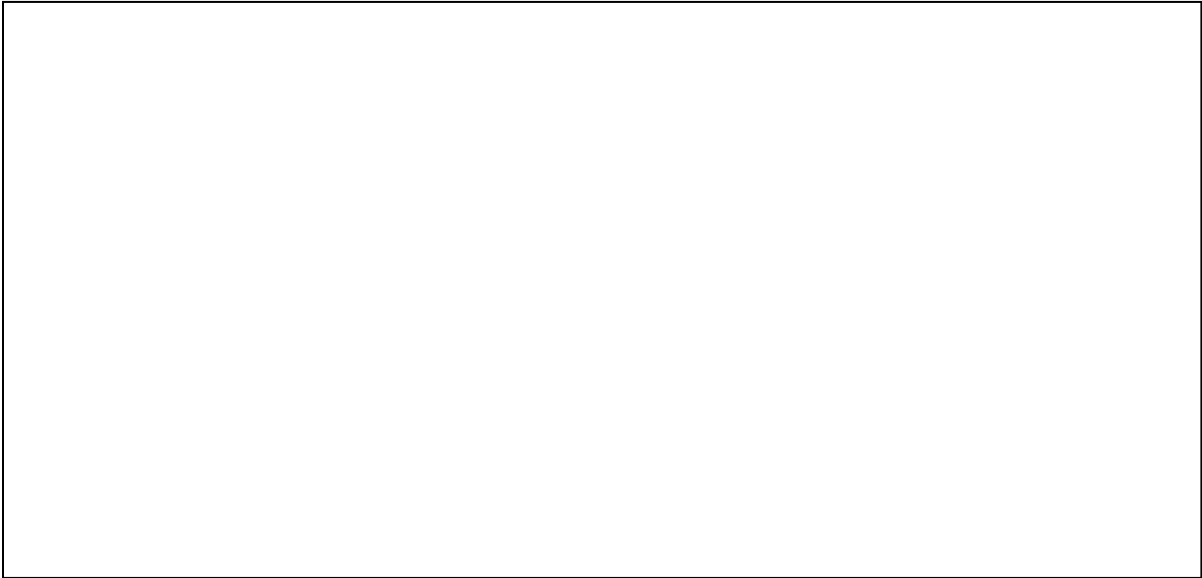
## Education Abroad & Away Course Inventory

**Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Education Abroad & Away Course Inventory

**Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

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