The University of Vermont
College of Nursing and Health Sciences

COURSE: HLTH 296 Exploring Healthcare Systems: Study Abroad in the Netherlands

COURSE CREDITS: 3 credit hours

FACULTY: Hendrika (Rycki) Maltby, PhD, RN, FACN
208 Rowell; 656-8305; Hendrika.Maltby@uvm.edu
Teaching Assistant: Mr. Jan Maltby, BA, B.Ed., MATESOL
802-735-6541; maltbyjan@hotmail.com

Description
Explore a healthcare system outside the USA. Common elements in all healthcare systems are required for effective and efficient delivery. Field visits, presentations, and cultural exposure are included in the program.
Prerequisites: Minimum Junior standing and Instructor permission.

Objectives: By the end of the course, the student will be able to:
1. Describe the elements of a healthcare system
2. Compare the US healthcare system with that of the Netherlands
3. Explore recommendations for healthcare system reform
4. Maintain professional, culturally conscious communication with populations, multi-disciplinary professionals and stakeholders.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussion Leader</td>
<td>Daily throughout</td>
</tr>
<tr>
<td>2. Scavenger Hunt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maastricht</td>
</tr>
<tr>
<td>3. Field Visits</td>
<td>Throughout</td>
</tr>
<tr>
<td>4. Reflection journal:</td>
<td>Throughout</td>
</tr>
<tr>
<td>5. Final paper</td>
<td></td>
</tr>
</tbody>
</table>

Discussion Leader:
Students will be assigned a topic based on a public health concept in the Netherlands’ system. During our nightly clinical conferences, present your material but DO NOT go through the article(s) page by page; provide similarities/differences across the articles/ websites. As well, newspaper articles/items of interest/observations from the local/state/national perspective must be included. Connect the articles/ websites and your extra item to the broader theme for the nightly discussion. Develop 1-2 questions for class discussion.

Criteria for a ‘pass’:
1. Similarities and differences amongst the articles/ websites are described
2. Other items are included.
3. Connected to the broader theme
4. Questions provide a discussion stimulus.
Scavenger Hunt
This group activity will assist students with learning about one of the communities that we are visiting. A map and a list of “what to find” will be provided.

For this assignment (which can also be used for your community assessment)
- Find the items/places/institutions (if possible).
- Take a picture of one of you with the object.
- Mark the location on your map.
- Provide a short sentence of how each object fits in with public health/healthcare systems.

Criteria for a pass:
1. Instructions were followed
2. Submitted on-time

Field Visits
These will occur throughout as part of our everyday schedule. Please record them as part of your journal entries.

Reflection Journal
You will keep a written journal throughout your trip while in country. During the trip, explore your thoughts, feelings, judgments, and an evaluation of your experience. Use the “What, So what, Now what” Model listed at the end of the syllabus to direct your daily entries. Be sure that each entry connects to the objectives of the course.

Criteria for a ‘pass’
1. Daily entries are made
2. The “What, So what, Now what” Model is used.
3. Entries are connected to healthcare

Final Paper
The goal of this paper is to compare the health care systems of the United States and the Netherlands using the framework from your textbook. Include examples of what you have seen and experienced in the Netherlands (journal details) along with your academic references. Length: 8-10 pages, double-spaced, 12cpi. Length does not include title page or references. Use as many references as needed. Submit under the Course Materials tab in Blackboard.

Criteria for a ‘pass’:
1. Introduction gives reader direction; is addressed throughout the paper; and sets the scene.
2. Summary/conclusion is clear and concise.
3. The goal of the paper is met
4. Relevant literature sources are used.
5. Writing style is fluent with evidence of individuality and clarity.
6. Overall presentation of paper is neat and well organized with few minor errors in syntax, spelling, etc. (i.e. Proper English language usage), follows a chosen referencing style, and includes a title page, reference pages, is double spaced, 11-12 CPI, and 1 inch, non-justified margins.
Examples of reflection Questions based on the “What? So What? Now What?” Model for your daily journal:

What?
What happened?
What did you observe?
What was your role at the community site?
What issue is being addressed or population is being served?
What were your initial expectations?
Why does this organization exist?

So What?
Did you learn a new skill or clarify an interest?
Did you hear, smell, or feel anything that surprised you?
How is your experience different from what you expected?
What impacts the way you view the situation/experience? (What lens are you viewing from?)
What did you like/dislike about the experiences?
What did you learn about the people/community?
What are some of the pressing needs/issues in the community?
How did the experience relate to your coursework?
What specific skills have you used at your community site?
Has your view of the population with whom you have been working changed? How?
How has the environment and social conditions affected the people at your site?
Has the experience affected the way you view the world? Homelessness? The nature of families? How?
Did anything about your community involvement surprise you? If so, what?
What did you do that seemed to be effective or ineffective in the community?
How does your understanding of the community change as a result of your participation in this project?
Talk about any disappointments or successes of your project. What did you learn from it?
What sorts of things make you feel uncomfortable when you are working in the community? Why?

Now What?
What seem to be the root causes of the issue addressed?
What other work is currently happening to address the issue?
What learning occurred for you in this experience?
How can you apply this learning?
What would you like to learn more about, related to this project or issue?
What follow-up is needed to address any challenges or difficulties?
What information can you share with your peers or the community?
If you could do the project again, what would you do differently? The same?
Have your career options been expanded by your service experience?
How can you continue your involvement with this group or social issue?
How can you educate others or raise awareness about this group or social issue?
How does being an ‘outsider’ differ for being an ‘insider’?