

NURS 395/PSYC 205/405: Healthcare and War

Harlaxton College, Summer 1, 2025

Instructors Lindsey Carlson, MSN, RN and Robyn Long, Ph.D.

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Course Meeting Days and Time M-F, 9:00-12:00, 1:00-4:00.

Office Hours 4 p.m. M-W in June 2025, Conservatory

Catalog Description:

Twentieth century conflicts have shaped the disciplines of nursing, psychology and public health deeply, necessitating the establishment of the VA system in the United States and the National Health Service in the United Kingdom, as well as establishing the practice of triage, the movement of women to work in wartimes and beyond, and our understanding of psychophysical disorders, such as functional neurological disorder (formerly conversion disorder) and PTSD.

This course will explore advances made initially in the Crimean War (and Florence Nightingale's work) and throughout WWI and WWII, with several opportunities for travel/field trips and amongst the backdrop of Harlaxton College, who billeted and trained soldiers in both the first and second world wars. This course can be taken at the lower or upper college level, and will earn the student a) diversity experience credit for Psychology majors, b) 3 hours of "content domain" coursework for Psychology majors or minors, c) and a core concentration course under the social science designation for Identities and Systems or Sustainability and Progress, as well as a core concentration course under the natural science designation for Identities and Systems or Sustainability and Progress themes. For students who are not at Baker University, this course will likely serve your general education progress, and we will work with you to ensure meaningful credit for the experience.

Credit Hour Policy Statement:

Standard lecture:

"This class meets the federal credit hour policy of 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 total hours for each credit." (Def 1)

General Education Requirements:

This course meets the General Education requirements for Baker Core of 3 hours of social science and 3 hours of natural science for the Identities and Systems and Sustainability and Progress themes.

Course Learning Objectives:

Upon completion of the course, the students will:

1. Develop a broader understanding of modern Western conflicts and how those have shaped healthcare;
2. Have a greater understanding of best practices for responding to war-related trauma and medical conditions;
3. Develop confidence in themselves as critical thinkers and writers, and,
4. Develop confidence in themselves as thoughtful travelers by participating in excursions as part of the course.

Course Schedule (follows):

Date	In-Class AM	Excursion(s)	In-Class PM	Due
11-Jun	First day-Course Overview-Professor Long	Course Introduction: How will class time, independent research time, and excursions work? Robyn will share a model excursion response and we will review rubrics for the excursion and reading responses as well as the research presentation.	Independent research on conflict assigned	Begin reading <i>Ghost Map</i>
12-Jun	Class-Professor Carlson a.m. and p.m.	(EDUC at Empathy Day; 37 Craven Street)	Present on conflicts as assigned	One-slide visual on conflict assigned
13-Jun	Experiential Learning-London	Medical Tour, Royal College of Surgeons, Old Operating Theatre (lunch at Borough Market; tour Southwark Cathedral, if you wish)		
14-Jun	London Weekend			
15-Jun	London Weekend			
16-Jun	Class	How do psychologists get compliance for public health initiatives? Model of journal presentation; Presentation (Luke)	Introduction to physical injuries resulting from war; Presentation (Beth); Eyam pre-departure lecture with Dr. Stroube	Excursion response #1
17-Jun	Experiential Learning-Eyam	Plague village tour and Chatsworth House		
18-Jun	Class	Humane and moral treatment movement and public health heroes; Presentation (Lilly)	Compassionate caregiving; Presentation (Cade)	Finished reading <i>The Ghost Map</i> ; reading response #1, excursion response #2
19-Jun	Experiential Learning-London	John Snow tour, Bethlehem Hospital		
20-Jun	Weekend			
21-Jun	Weekend			

22-Jun	Weekend			
23-Jun	Class	Challenging the mental set and functional fixedness: How do we increase creative problem-solving?	Using evidence-based practice to meet challenges	Excursion response #3
24-Jun	Experiential Learning-Leeds	Thackray Museum of Medicine and Kirkstall Abbey		
25-Jun	Class	How does PTSD affect veterans, healthcare workers and their communities? Presentation (Liz)	Florence Nightingale's Environmental Theory: Implications for Practice; Presentation (Connor)	Finished reading <i>Regeneration</i> ; reading response #2, excursion response #4;
26-Jun	Experiential Learning-London	Imperial War Museum, Florence Nightingale Museum		
27-Jun	Weekend			
28-Jun	Weekend			
29-Jun	Weekend			
30-Jun	Class	How do we foster resilience in times of war? Black and brown veterans of modern conflicts and their experiences	Holistic critical thinking	Excursion response #5
1-Jul	Experiential Learning-Choose your own adventure (that relates to your presentation)*	(EDUC in Glasgow)		

2-Jul	Class--Professor Carlson a.m. and p.m.	Presentations** (EDUC in Glasgow)	Presentations**	Presentations** (your response to your choose- your-own adventure excursion should be imbedded in presentation)
3-Jul	Experiential Learning- London	Freud's House, Churchill War Rooms (EDUC in Glasgow)		
4-Jul	Weekend			
5-Jul	Weekend			
6-Jul	Weekend			
7-Jul	Final Exams	Presentations	Presentations	Presentations** (your response to your choose- your-own adventure excursion should be imbedded in presentation); Excursion response #7
8-Jul	Departure in p.m.			

Methods of Instructions:

Professors Carlson and Long will utilize a variety of pedagogies in delivering this course, including traditional lecture, discussion, pair-and-share and small group discussions, reflection and written responses, excursions, and peer-reviewed and lay source research for the development of an oral presentation(s).

Textbooks and Required Reading: Access to your home institution's library, to utilize journal articles; Access to Moodle or email for journal articles; *Regeneration* by Pat Barker and *The Ghost Map: The Story of London's Most Terrifying Epidemic—And How It Changed Science, Cities and the Modern World* by Steven Johnson. For the two books, audiobooks or e-books are just fine, but you'll want access to these works for the duration of the course.

Grading Criteria:

Reading Responses: There are two reading responses assigned for the course. Each can earn you up to 50 points, and a rubric will be provided via course Moodle shell as well as hardcopy. Reading responses are due prior to the class in which we will discuss the related material, for example, the reading response due on June 18, 2025 will be due by 9:00 a.m. These responses are designed to help you think critically about the texts we are reading and to help you prepare for meaningful class discussion. They will be submitted online via Moodle dropbox or email. In total, reading responses will be worth 100 points.

Excursion Responses: There are twelve excursions associated with our course. If two excursions happen on the same day only one response is required for that day. In total, you will need to submit six excursion responses, online. Your seventh excursion response should be embedded in your final presentation.** Each can earn you up to 25 points, and a rubric will be provided via course Moodle shell as well as hardcopy. Excursion responses will be worth 175 points.

*When you choose your presentation topic, described below, you'll be responsible for researching a site visit relevant to that topic; you will then be responsible for planning a trip to that site (your choice should be accessible by rail and utilize your BritRail pass) and making that trip on Tuesday, July 1st. Your learning on that excursion should be represented, both visually and orally, in your final course presentation. For example, should you choose to study George III's experience(s) with psychosis and porphyria, you might visit Hampton Court Palace and include that visit in your presentation, or, should you choose to present on the Brontes, you might visit the Bronte parsonage and include that visit in your presentation.

Conflict Overview Presentation: This is the first, brief presentation for the course. On the first day of class, you will be assigned a conflict, and will be responsible for developing an overview of that conflict (dates, cause, etc..) with a visual component. This assignment is worth 25 points.

Presentation: You will develop a presentation on best practices in treatment for one of the following conditions:

Wound care	New treatments for PTSD	Treating survivors of sexual assault with PTSD
Person-Environment Interactions	Triage	TBI
Limb amputation & follow-up care	Treating survivors of gas attack	Working with survivors of facial deformity
Rebuilding communities after war in combat zones (PH perspective)	Burn pit survivor care	Or, discuss a topic with your instructors!

The presentation will be 15-20 minutes in length, must contain a visual component, and should convey the importance of your topic of choice to the course and, more broadly, to the public at large. Material should be sourced from peer-reviewed journal articles, lay articles (e.g. National Geographic, NYT, The Guardian) and course materials. For example, it is fine and even preferred that you cite *Regeneration* or material learned from our excursions in your presentation. Three sources are sufficient. This project is worth 100 points.

Total points possible: 400 points. Letter grades will be assigned as follows:

89.6%-100%-A

80-89.5%-B

70-79.5%-C

60-69.5%-D

Less than 60%, is a failure of the course.

Withdrawal and Attendance policies:

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

Policy Governing Unexcused Absences:

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty.

Policy Governing Excused Absences.

- Excused absences are not given to facilitate student travel independent of college-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.

The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.

- Instructors are required to assist students in these occasional situations of excused absences.

Honor Code:

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

Disability Policy:

It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

The University of Evansville Disability Services office will share the request for academic accommodations with the Academic Support team at Harlaxton College. Staff members at Harlaxton will meet individually with students to discuss needs and provide additional information related to examinations or other assessments.

Students from partner institutions should provide the appropriate letter of accommodation from their institution to the Academic Support team at Harlaxton College.

Non-Discrimination Statement

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

Prohibited Conduct and Confidentiality

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered “Responsible Employees” under the applicable federal guidelines and the University’s policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity.

You may choose to report the violation yourself the following ways:

Email: · Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator:
cs175@evansville.edu ·

Keith Gehlhausen, Executive Director of HR and Institutional Equity: kg77@evansville.edu ·

Title IX: titleix@evansville.edu

Phone: 812-288-5261

Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

University of Evansville

- Counseling Services: counselingservices@evansville.edu, 812-488-2633
- Health Center Professionals: healthcenter@evansville.edu, 812-488-2033
- University Chaplain: chaplain@evansville.edu, 812-488-5262

Harlaxton College

- College Nurse: Lesley Selby, RGN, +44 01476 403027, lseyby@harlaxton.ac.uk
- Counselling Services: counselling@harlaxton.ac.uk