2020 WINTER ELECTIVES

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HS 301/501—Exploring Palliative Care

Karen Harden, DNP, MS, RN, AOCNS, Clinical Assistant Professor
Heidi Mason, RN, DNP, ACNP-BC, Clinical Instructor

Credits: 2

About this course

This course explores the core concepts of palliative care as well as communication strategies, ethical situations and interdisciplinary collaboration. HS 301 (undergraduate) and HS 501 (graduate) will meet together. There are no prerequisites for either course.

About your instructors

Dr. Karen Harden
Karen Harden has extensive experience as an educator and practitioner, focusing on the areas of hematology, oncology and bone marrow transplant.

Dr. Heidi Mason
Heidi Mason is an acute care nurse practitioner specializing in oncology with wide-ranging experience as a researcher and clinical instructor.
About this course

This course examines gender-based violence and the skills necessary to provide advocacy services to survivors. It will introduce students to the roots of gender-based violence, the social and cultural context in which it occurs, the mental and physical health impacts, and justice and restitution frameworks. Students will develop the skills to think critically about the local and global impact of gender-based violence and how it intersects with other forms of oppression.

Students will be required to participate in experiential learning hours outside of class. Registering for two credits will require 10 hours of attendance at campus events related to gender-based violence. Registering for three credits will require 30 hours of training that provides in-depth information on issues related to sexual and intimate partner violence.

About your professor

Dr. Michelle Munro-Kramer’s program of research focuses on trauma, comprehensive care of vulnerable populations and missed opportunities for care within domestic and international contexts. Her research projects approach these topics using a trauma-informed and patient-centered lens.
About this course

This course trains students to become standardized patients. Students will learn to provide professional feedback in standardized, real-life scenarios in order to help future health care professionals develop nursing, medical and communication skills. Students can earn a standardized patient certificate upon completion of the course, which allows them to work and get paid as standardized patients.

About your professor

Deborah Lee is a family nurse practitioner and an acute care nurse practitioner with an extensive background in the development and implementation of rapid response teams. She has created protocols for the acutely deteriorating patient and designed proactive rounding reports to assist in the detection of worsening clinical status. As an educator, she leads advanced practice didactic and clinical courses for acute care graduate nursing students in addition to precepting students in the acute care clinical setting.
HS 527—Introduction to Research Methods in Sexual Health and HIV/STD Prevention

Akshay Sharma, MBBS, MPH, Ph.D.
Assistant Professor

Credits: 3 (seminar)

Prerequisites: Open to sophomores, juniors and seniors

About this course
This course introduces students to the underlying principles, concepts and methods of the epidemiological approach in the context of sexual health and HIV/STD prevention. Class sessions will focus on landmark research studies and major surveillance systems. Emphasis will be placed on understanding sampling venues for conducting sexual health research, minimizing error when collecting sensitive information and critically interpreting results. Students will also learn how to use a web-based calculator to analyze data from HIV/STD studies.

About your professor
Trained as a physician and an epidemiologist, Dr. Akshay Sharma’s research interests include examining new approaches for increasing the frequency of HIV and STD testing among men who have sex with men in the United States, with a focus on telehealth and home self-testing. He is also an experienced educator who employs an interactive approach in the classroom which emphasizes active participation using mobile and online technologies.
About this course

This is course one of the professional mini-certificate in Trauma-informed Practice. A primary goal is to prepare students for interprofessional and team-based approaches to prevention and intervention in schools and others systems that serve children and families. Students will apply new knowledge about trauma to better perceive its effects on children in the school setting and to develop strategies to assess their trauma-related needs, making use of teacher, social worker and nurse roles.

Online prelearnings and obligatory Saturday workshop on Feb. 22, 2020, in the U-M School of Nursing 426 NIB building.

About your professor

Dr. Todd Herrenkohl’s research focuses on child and family well-being, child maltreatment and the psychosocial and developmental underpinnings of health-risk behaviors in youth and adults. He also studies substance use, mental and physical health outcomes of adversity, and resilience. He has worked to raise awareness of the causes and consequences of violence in children and families and to promote the use of public health models of primary prevention.
About this course

This is course three of the professional mini-certificate in Trauma-informed Practice focusing on children and youth. A primary goal is to prepare nursing, education and social work students to use interprofessional and team-based strategies to achieve organizational change. We will focus beyond the practice role to collaborate on organizational work. Examples include educating colleagues, using implementation frameworks, evaluating programs and obtaining resources to sustain collaborative models and programs to address trauma in schools.

Online prelearnings and obligatory Saturday workshop on Feb. 15, 2020 in the U-M School of Nursing 426 NIB building.

About your professor

Dr. Julia Seng’s research focuses on the effects of posttraumatic stress disorder on women’s health and childbearing, approaching this topic from a variety of perspectives. She is an experienced educator currently teaching in both the School of Nursing and the Department of Women’s Studies. She particularly enjoys teaching research methods – for nurse researchers and non-scientists.
About this course

This is an interdisciplinary elective course which explores issues that directly or indirectly affect health in low- and middle-resource countries. Students will learn about health care delivery systems with a focus on global/public health concepts, health promotion and risk reduction. The purpose is to broaden the student’s worldview and global perspectives of health care issues. Emphasis is on health equity among nations and for all people. Students who plan to travel for clinical or study abroad experiences are encouraged to focus their individual work on the region to which they will travel.

About your professor

Megan Eagle provides primary health care services to underserved populations. She researches the health care needs of uninsured adults in Washtenaw County and strategies for addressing maternal mortality in rural areas. She has served as a clinical preceptor to adult and primary care family nurse practitioner students and also supervised clinical placements for students from the U-M schools of Social Work, Pharmacy and Medicine. She is fluent in both English and Spanish.
NURS 642—Global Health Leadership
Sarah A. Stoddard, Ph.D., RN, CNP, FSAHM
Assistant Professor

Credits: 2

Prerequisites: Graduate standing or upper-level undergraduates by permission of faculty

About this course
This course introduces students to knowledge, skills and practical tools needed to successfully lead within global public health systems. Students will examine global health challenges and successes using current and emerging global health information and data; integrate leadership theories, strategies and team-based problem identification to determine opportunities to mobilize, coordinate and direct broad collaborative actions within complex global health systems; and apply leadership approaches to address health issues at a global, national and community level.

About your professor
Dr. Sarah Stoddard is nationally recognized for her leadership in adolescent health and her interdisciplinary research to prevent substance use and violence among vulnerable populations of youth. She brings her practical experience as a public health nurse and nurse practitioner to her classroom teaching and mentoring, and believes in the importance of incorporating practical experiences into classroom learning.