COURSE DESCRIPTION

This course provides theoretical, research, and practice foundations for analyzing, providing, organizing, and facilitating health care congruent with consumer and community culture and needs. Health-related problems of various populations, including but not limited to, the homeless, rural and urban poor, and other selected subcultures are considered.

COURSE OBJECTIVES

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

- Describe the conceptual base of transcultural health care.
  - Summarize the history, goals, and conceptual base of transcultural health care.
  - Interpret transcultural health care concepts.
  - Explain the objectives of transcultural health care.
  - Describe a transcultural framework in nursing practice.

- Analyze cultural patterns and health care problems of selected subcultures.
  - Identify systems of belief about health and illness, values, practices, rituals, caring behaviors, and roles in selected subcultures.
  - Compare and contrast folk health-illness beliefs and practices with scientific health care beliefs and practices.
  - Identify cultural barriers to participation in the health care delivery system for specific subcultures.
• Identify health risks and problems of selected subcultures.

• Examine patterns of utilization of the health care delivery system for selected subcultures.

• Evaluate the political and health care delivery systems for access, coordination, and utilization of health care services.
• Analyzes the role of the advanced practice nurse as a change agent in the coordination and integration of health care.
• Determines strategies appropriate for monitoring the quality of health care delivery.

• Identify cultural barriers to participation in the health care delivery system for specific subcultures.

• Compare and contrast health care needs of selected subcultural groups, aggregates, and health care delivery systems.
• Integrate and incorporate selected nursing and other theories as well as research findings in the evaluation of the health care needs and barriers to delivery of acceptable health care.
• Integrate and incorporate selected nursing and other theories and research findings in the formulation of solutions aimed at improving the access, coordination, and provision of acceptable health care in selected subcultural populations.

• Synthesize and apply knowledge of the diverse socio-economic, cultural, political, and psycho-physical factors that potentially impact individuals, groups, aggregates, and the community.

• Analyze the relevant social and cultural factors that affect health care behaviors, disease incidence, prevalence, and resolution.

• Identify and integrate the cultural strengths of specific groups, aggregates, and community into problem-solving strategies.

REQUIRED TEXTS AND RESOURCE:


(softcover) OR ISBN-10: 1-4338-0562-6 (spiral bound)


LEARNING EXPERIENCES AND TEACHING METHODS

Course objectives for this on-line course are met through individual study using the references and text identified; development of a team power point, weekly team discussions and development of a scholarly paper assessing a healthcare providing entity using CLAS standards. Teaching methods include PowerPoint presentations, moderated discussion rooms, faculty and student developed discussion questions. The student is responsible for identification of learning needs and self-direction for independent study of texts, on-line participation, and seeking consultation in meeting course objectives. All assignments are due on the date listed unless prior arrangements are made in advance with the professor.

The highest standards of academic honesty are expected of students. All faculty adhere to the University policy regarding academic honesty published in the University Catalog. Plagiarism or misrepresentation of references will result in failure of the work in question without the opportunity to re-do the work. See the APA manual for the proper way to use and cite material.

COURSE REQUIREMENTS:

Students are expected to:

- Complete all course assignments on time unless prior arrangements are made with the faculty; 10% per day penalty will be assessed for late work.
- Participate in group discussion weekly using scholarly resources as a basis for the discussion. Select a leader for each week’s discussion to guide and direct the group’s discussion. On Sunday at m/n the leader will post a summary of their group’s discussion. Discussion will be graded weekly according to the Discussion Rubrics on the Information page.
- Prepare and submit to course faculty a formal paper evaluating a health care providing organization using the Office of Minority Health, Standards for Cultural and Linguistic Competency.
- Participate in the team PowerPoint assignment, and team evaluation criteria.
- Use the highest level of on-line etiquette, respect and professional communication is expected: Communication should be respectful of other views and have a positive and polite tone. PLEASE REVIEW DISCUSSION Rules Of Engagement located in “Information” link.

CONHS GRADING POLICY

A = 90 to 100     B = 83 to 89     C = 75 to 82     D = 67-74     F = Below 67
COURSE GRADE

1. Scavenger Hunt (5%)

This is an individual assignment to be submitted via the Assignments Dropbox the FIRST week of class. The assignment requirements and grading criteria for each assignment can be located under “Assignment Criteria” under “Information” link. See the Course Schedule for due dates (also listed in Information link).

2. Learning Team Discussion Participation (35%)

Students will be randomly assigned to Learning Teams to facilitate group discussion. Each week, Food for Thought and several discussion areas will be posted. Students are expected to post 2-3 substantive postings on at least 2 different days each week.

A substantive posting is about 150-200 words long and has several components.
1. Responses should relate to the weekly readings.
2. Responses should use the scholarly readings and the Food for Thought to discuss and critically assess some area of practice.
3. Responses must include support from an additional scholarly literature source.
4. It is expected that responses will be written in correct grammar, be well organized and be documented using APA style. References should be cited using APA style.

Each week a different graduate student will take leadership for the discussion, prompting full participation, and be responsible for writing a summary of the discussion to be posted for the edification of all of the groups. This leadership role will contribute to points earned for discussion participation.

*The Spirit Catches You and You Fall Down* is a popular press non-fiction portrayal of one immigrant family’s journey through the American health care system during the 1980s. This writing will be used as an exemplar throughout the semester, in addition to scholarly reading. Students are expected to:

- Read the book *The Spirit Catches You and You Fall Down*
- Actively participate in the assigned Discussion Room on the book
- Respond to the questions posted in various Unit assignments related to this book.
- Post original thoughts in regard to this assigned book

3. Learning Team PowerPoint presentation (20 %)

The Learning Team will work together to construct a PowerPoint presentation on the effects of culture of a specific group and the group’s health care risks. Both positive and negative issues and effects should be addressed. The presentation requirements and grading criteria are found under Assignment Criteria in Information. See the course schedule for due dates. PowerPoint helpful hints and resources are included on the introduction page.

A peer evaluation of the team work will be turned in at the end of the PowerPoint presentation, and your team member’s evaluation will contribute to the grade even though the faculty will evaluate the final grade.
4. Completion of Culturally Competent Nursing Modules (10%)

The US Department of Health and Human Services, Office of Minority Health has provided an educational program for nurses on their website, *Culturally Competent Nursing Care: A Cornerstone of Caring*. Completion of the three (3) course modules is required for this course and will give the framework for completing the assessment paper. “The Culturally Competent Nursing Modules (CCNMs) were developed to effectively equip nurses with awareness, knowledge, and skills to better treat your increasingly diverse patient population” (http://www.thinkculturalhealth.org)

5. Cultural Assessment Paper (30 %)

The cultural assessment paper is an individual project in which the student assesses a health care providing organization using the standards for Culturally and Linguistically Appropriate Services from the Office of Minority Health. See the course schedule for due dates. The grading criteria are found under Assignment Criteria in “Information” link. This paper should be no more than 10 pages in length (excluding cover page, abstract, and references), be written at the graduate level, and be formatted in APA style. Students are encouraged to review format documentation and plagiarism in the 6th ed. APA manual.

**ACADEMIC HONESTY**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

**GRADE APPEAL PROCESS**

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html.
For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**EVALUATION INPUT FROM STUDENTS**

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are on line. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that graduate students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the specific tracks within the Graduate Program. A link to evaluations will be available on WebCT toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**ACADEMIC ADVISING**

The College of Nursing and Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate plan is active by signing the plan. Once the plan is completed it will be filed in the student’s record. The College’s Academic Advising Center is located in Faculty Center room 166, and the Graduate Academic Advisor is Barton Bailey 361-825-5893, barton.bailey@tamucc.edu

**SUPPORT SERVICES**

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

**DISABILITY SERVICES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816.