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:

1. Describe the conceptual base of transcultural health care.
   a) Summarize the history, goals, and conceptual base of transcultural health care.
   b) Interpret transcultural health care concepts.
   c) Explain the objectives of transcultural health care.
   d) Describe a transcultural framework in nursing practice.

2. Analyze cultural patterns and health care problems of selected subcultures.
   a) Identify systems of belief about health and illness, values, practices, rituals, caring behaviors, and roles in selected subcultures.
   b) Compare and contrast folk health-illness beliefs and practices with scientific health care beliefs and practices.
   c) Identify cultural barriers to participation in the health care delivery system for specific subcultures.
   d) Identify health risks and problems of selected subcultures.
   
a) Evaluate the political and health care delivery systems for access, coordination, and utilization of health care services.
   
b) Analyzes the role of the advanced practice nurse as a change agent in the coordination and integration of health care.
   
c) Determines strategies appropriate for monitoring the quality of health care delivery.

4. Identify cultural barriers to participation in the health care delivery system for specific subcultures.
   
a) Compare and contrast health care needs of selected sub cultural groups, aggregates, and health care delivery systems.
   
b) 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.
   
c) 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 sub cultural populations.

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

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

7. 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)


Please note that ISBN numbers are only included here as necessary purchase information for students (ISBN numbers are no part of APA style).

LEARNING EXPERIENCES AND TEACHING METHODS

Course objectives for this on-line course are met through individual study using the references and text identified; weekly team discussions; development of a scholarly paper assessing a healthcare providing entity using CLAS standards; and, development of a Team presentation. 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 Dr. Conard.

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 using scholarly resources as a basis for the discussion. The discussion week begins on Wednesday and ends on Monday at 11:55p. Tuesday is set aside for faculty review of the discussion. Discussion will be graded according to the Discussion Rubric on the Information page.
- Prepare and submit to course faculty a formal paper assessing a health care providing organization using the Office of Minority Health, Standards for Cultural and Linguistic Competency.
- Participate in the Team Presentation assignment, and Team Peer Evaluation.
- 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.

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 as an attachment in the appropriate Assignment section located in Blackboard during the FIRST week of class. The requirements and grading criteria are found attached to the assignment. See the course schedule for due date.

2. Learning Team Discussion Participation (25%)

Students will be randomly assigned to Learning Teams to facilitate group discussion. Each discussion topic will be posted by the instructor according to the course calendar. Minimally, students are expected to post 1-2 substantive postings and to post thoughtful responses to a minimum of 2 peer postings on at least 2 different days each week. To earn the full 20-points for each discussion the student must participate at a higher level than minimum requirements.

A substantive posting:
1. Is about 150-200 words long.
2. Relates to the weekly topics and readings.
3. Uses the scholarly readings (giving citations) for support of ideas and the discussion to critically assess some area of practice.
4. It is expected that postings will be written in correct grammar, be well organized and be documented using APA style. References should be cited using APA style.

A response posting:
1. Is about 40-90 words long (can be longer if needed for the discussion).
2. Must be more than simple agreement.
3. Should have 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.

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. Unit Journal Postings (10%)

Each Unit has a personal journal component. The shift in the role of the nurse from clinician to educator requires understanding of a combination of personal reflection and the client and student perspective and needs. This assignment is designed to support advanced practice nursing (clinical and/or academic) development.
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. “Culturally Competent Nursing Modules (CCNMs) were developed to effectively equip nurses with awareness, knowledge, and skills to better treat your increasingly diverse patient populations.”
https://www.thinkculturalhealth.hhs.gov/index.asp

You will need to register as a new user before you take the Continuing Education training. When you get to the home page, click on Continuing Education located on the top tan-colored tool bar. Click on “Culturally Competent Nursing Care…” to enter the training section. Click on the third bullet which asks you to register. After registering, you will be able to select the first module and begin.

5. Cultural Assessment Paper (25%)

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 (CLAS Standards) from the Office of Minority Health. See the course schedule for due dates. The grading criteria are found attached to the posted Assignment in Blackboard.

This paper should include:
1. Title page
2. Abstract (written in APA style)
3. Narrative paper addressing criteria found on the assignment guidelines (no more than 6 pages in length)
4. Reference list in APA style
5. Appendix: a table identifying the CLAS standards (no more than 3 pages in length)

This paper is to be written at the graduate level, and be formatted in APA style. Students are encouraged to review documentation and plagiarism guidelines in the APA manual.

6. Learning Team Project (20%)

Each Learning Team will be assigned a designated rural and/or designated medically underserved area (MUA) in Texas to assess and plan for maintaining and improving health for all in the communities represented. Following the assignment guidelines, each Team will use the wiki tool to present their project. Guidelines for this assignment are found attached to the posted Assignment in Blackboard.

7. Peer Critique of Learning Team Projects (5%)

Each student will review and critique the Learning Team wiki presentations. Guidelines for this assignment are found attached to the posted Assignment in Blackboard.

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.) In this class, academic misconduct or complicity is an act of academic misconduct on an assignment or test will result in a zero (0) for that assignment or test.  
http://judicialaffairs.tamucc.edu/assets/Article%20III%202012.pdf  .

DROPPING A CLASS

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the course.

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. 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://academicaffairs.tamucc.edu/Rules_Procedures/PDF/130299C2.pdf and the University Procedures Web site at http://academicaffairs.tamucc.edu/assets/130299C201.pdf . For assistance and/or guidance in the grade appeal process, students may contact the College of Nursing and Health Sciences Graduate Department Chair.

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 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 Blackboard 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 on the third floor of Island Hall, and the Graduate Academic Advisor can be reached at 361-825-5893.

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 or visit the office in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.