Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

NURS 5315 Health Policy and Cultural Diversity

Syllabus

SPRING 2017

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CREDITS: Semester hours (3:0)

COURSE DESCRIPTION:

Health policy and cultural diversity are studied to provide foundations for meeting the needs of communities and societies. Current and proposed policies that influence contemporary health delivery are analyzed.

COURSE OBJECTIVES:

1. Demonstrate basic knowledge of contemporary health policy including local, state, national and global systems.
   (AACN Master’s Essential Skills: I, III, IV, VI, & IX)

2. Analyze current and proposed legislative, regulatory, or budgetary matters upon health care.
   (AACN Master’s Essential Skills: I, II, III, IV, VI, VIII, & IX)

3. Analyze ethical issues related to health care policies and their implementation.
   (AACN Master’s Essential Skills: I, II, III, IV, VI, VIII, & IX)

4. Integrate the cultural strengths of specific groups, subcultures, or communities into problem-solving strategies.
REQUIRED TEXTS AND RESOURCES:


(“View only” is available; **purchase is optional.**) Retrieved from [http://www.nursingworld.org/codeofethics](http://www.nursingworld.org/codeofethics)


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


RECOMMENDED TEXT


Option: Rather than purchase the Milstead text, you may substitute the readings assigned from this text with a current journal article on the same topic assigned. For instance, if accessibility is the topic, you may select an article on accessibility rather than the reading from the text. The article would need to be from a current scholarly source. It is the student’s responsibility to find the alternative articles if the decision is made not to purchase this text.

You may cite this text, when relevant, in lieu of one nursing journal in any of the unit discussions and in the individual paper and in the group project.

Please note that ISBN numbers are only included in the references above as necessary purchase information for students (ISBN numbers are not part of APA style).

Reading assignments will be made from these resources in addition to other resources identified in the individual units. Students will be responsible for accessing additional scholarly resources to support team discussions and other assignments.

COURSE REQUIREMENTS:

- Complete all course assignments on time unless prior arrangements are made with the faculty. Points may be deducted for late work if prior arrangements have not been made.
  - If there have been no prior arrangements and an assignment has not been submitted, a zero will be given after day 5.
- Use the highest level of on-line etiquette, respect and professional communication. Communication should be respectful of other views and have a positive and polite tone.

CONHS GRADING SCALE

A = 90 to 100
B = 83 to 89
C = 75 to 82
D = 67-74
F = Below 67
There are no extra credit assignments in this course.

**COURSE ASSIGNMENTS**

Reminder: There are assignments separate from the units. Most units have discussion assignments included. The UNITS are listed separate from ASSIGNMENTS in Blackboard (Bb). Units do NOT correspond directly to weeks. Dates when assignments/unit discussions are due are listed in Bb under **SYLLABUS** and **SCHEDULE**.

1. **Scavenger Hunt (Pass/Fail)**  
   This is an individual assignment to be submitted as an attachment in the appropriate **Assignments** section located in Bb. Please refer to the course schedule for due date.

2. **Team Discussion Participation (25% of course grade)**

   Students will be randomly assigned to teams to facilitate group discussion. Each discussion topic is listed in the individual UNITS. The **rubric** is listed under “Team Discussions” under each unit on Blackboard. Review the rubric for each of the team discussion assignments. The rubric may vary from unit - to - unit based on the topics and questions. Check the course schedule for posting dates.

Discussion Posts are to be substantive. A substantive posting for this course:

- is generally **200 – 250**
- words, excluding references.
- relates to the topics and readings.
- is expected to be well organized, written with correct grammar and use of paragraph structure when indicated by content.
- uses scholarly readings (giving citations) for support of ideas and the discussion. References need to be current (generally not more than 5 years old unless they are from a classic source.)

References should be cited using APA style.

- To accomplish this in the unit discussions, a word document, attached to the final discussion post with all of the references used for that unit may be used to facilitate the referencing of sources in APA. (APA is possible in Bb, but challenging.)
3. **Completion of Culturally Competent Nursing Modules (10% of course grade)**

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. “Culturally Competent Nursing Modules (CCNMs) were developed to effectively equip nurses with awareness, knowledge, and skills to better treat your increasingly diverse patient populations.” See unit one for specific information regarding access to the CCNMs located at [https://www.thinkculturalhealth.hhs.gov/education/nurses](https://www.thinkculturalhealth.hhs.gov/education/nurses)

Once all three modules are complete, each student will submit a copy of the Certificate of Completion through **Assignments** in Bb. Successful completion on time will result in a grade of 100%. This is an opportunity to start strong. The CLAS standards and information in program are used at various times throughout the semester.

4. **Cultural Diversity Paper (30 % of course grade)**

This is a formal paper in which each student will use *Doing Good* (Deeb-Sossa, 2013) and incorporate *Culturally and Linguistically Appropriate Services* (CLAS Standards) with the concept of cultural safety described in Doutrich, Dekker, Spuck, & Hoeksel (2014). The ANA Code of Ethics for Nurses (2015) is also a possible reference for this paper. Additional references are expected. Specific instructions and rubric are posted in **Assignments** in Bb.

This paper will include:

1. Title page in APA style
2. Abstract written in APA style with **key words**
3. Narrative written at a graduate level in accordance with the instructions.
4. Reference list in APA style

5. **Team Project (25 % of course grade)**

Each Team will be assigned a designated medically underserved area (MUA) in Texas to assess and plan for maintaining and improving health for all in the communities represented, drawing from policies, laws, as well as state and federal programs. Following the assignment guidelines, each Team will use PowerPoint to present their project. Guidelines for this assignment are found posted in **Assignments** in Bb.
6. **Peer critique (10% of course grade)**

Each student will review and critique Team Project presentations. Guidelines for this assignment are found posted in *Assignments* in Bb. Peer review comments should include more than affirmative comments about the presentation. A peer critique of Learning Team Projects encompasses a balance of positive and constructive comments related to content and format. There is a final section where each student will address application to practice.

**POLICIES:**

**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 online. 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 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 Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)

P. Greene PhD, RN
NURS 5315: Spring 2017
Students with Disabilities

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 CCH 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.

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

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.