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. This course is delivered through online technology.

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.
   (AACN Master’s Essential Skills: I, II, III, IV, V, VI, VII, VIII, & IX)
REQUIRED TEXTS AND RESOURCES:

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


RECOMMENDED TEXT:

Options: 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. Alternatively, 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.

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 AND GRADING

1. **Weekly participation:** Weekly participation is due according to the weekly schedule. Student engagement and participation is an expectation in this course. Each student must participate in weekly assignments as assigned for the week.

   The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. Students must log into the Bb course to participate in classroom activities. A certain level of decorum facilitates the on-line learning process for learners and teachers. The on-line learning environment communication and behavior guidelines should be reviewed in "Netiquette" found in the Information section of Blackboard.

2. **Syllabus:** Students are expected to review the syllabus along with guidelines for assignments and related grading criteria to fully understand the course requirements and policies. Students should acknowledge careful review of the syllabus by the Scavenger Hunt found in Units/Lessons>Unit 1.

3. **Course communication:** Professional and timely communication with course and clinical faculty is a course expectation. Email communication with faculty should be within the Blackboard course shell except when special circumstances exist (i.e. Blackboard is not available).

   a) Faculty will respond to Blackboard Messages within 48 hours during the week and 72 hours over the weekend. If you need assistance faster, please call telephone faculty.

   b) Students are expected to read and respond to faculty communications within 48 hours if sent during the workweek and within 72 hours if the message is sent on a weekend
c) Blackboard Messaging should be used for private communication concerning the course.

CONHS GRADING SCALE:

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>A= 90 -100</td>
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<tr>
<td>B= 83 - 89</td>
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<td>C= 75 - 82</td>
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<tr>
<td>D= 67 - 74</td>
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<td>F= &lt;67</td>
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Grade Components:

<table>
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<tr>
<th>Graded Activity</th>
<th>Course Weight</th>
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<tbody>
<tr>
<td>CCNM Modules</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Participation (Units)</td>
<td>25%</td>
</tr>
<tr>
<td>Individual Culture Paper</td>
<td>30%</td>
</tr>
<tr>
<td>MUA Power Point</td>
<td>25%</td>
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<tr>
<td>Peer Evaluations and Critiques</td>
<td>5%</td>
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<tr>
<td>Total Course Grade</td>
<td>100%</td>
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COURSE ASSIGNMENTS:

Reminder: See the Course Schedule for a complete list of assignments and due dates.

1. **Weekly Participation**

   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:

   - is generally **150-200** words, excluding references.
   - relates to the topics and readings.
   - uses scholarly readings (giving citations) for support of ideas and the discussion.
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- is expected to be well organized and written with correct grammar.

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.)

2. Completion of Culturally Competent Nursing Modules
The U.S. 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/index.asp

3. Cultural Diversity Paper
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, & Hoeksels (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 – Medically Underserved Area
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 review**

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/)
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 (361) 825-5826.

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

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.