Texas A&M University – Corpus Christi  
College of Nursing and Health Sciences Syllabus  
NURS 5315 – Health Policy and Cultural Diversity  
Summer 2020

| Faculty | Dr. Gloria Park, PhD, FNP-BC, RN  
Assistant Professor  
College of Nursing & Health Sciences |
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<tbody>
<tr>
<td>Office</td>
<td>Island Hall 342F</td>
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<tr>
<td>Telephone</td>
<td>361-825-4234</td>
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<tr>
<td>Email</td>
<td><a href="mailto:gloria.park@tamucc.edu">gloria.park@tamucc.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>Available by phone or email. Email preferred form of communication</td>
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*Please use Blackboard email within the course as the primary means of communication with faculty.*
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)

Learning Experiences

The objectives for this online course may be met through individual study using the required texts and resources presented throughout the semester, successful completion of all assignments, requirements and evaluations. The assignments and course requirements have been designed as opportunities for the application of principles learned through the coursework in this program. Skill demonstration, personal reflection, independent reading and study, and online discussions are used to integrate the context and reality of the theory, concepts and principles of nursing education and the teaching role. While the professor will provide guidance and consultation, the student is responsible for identification of individual learning needs, self-direction, seeking consultation and demonstration of the achievement of the course objectives.

REQUIRED TEXTS AND RESOURCES:

Required Texts


Recommended Texts


**Reference**


While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements within Blackboard. It is the student’s responsibility to monitor course announcements. Questions regarding course requirements should be addressed within the first week of the course.

**Assignments**

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Introduction, Scavenger Hunt and Team Agreement</td>
<td>Course Requirements</td>
</tr>
<tr>
<td>Peer Evaluations and Project Critiques</td>
<td>5%</td>
</tr>
<tr>
<td>Discussions</td>
<td>25%</td>
</tr>
<tr>
<td>CCNM Modules</td>
<td>15%</td>
</tr>
<tr>
<td>Group MUA Project</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Paper</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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**Grading Scale: College of Nursing & Health Sciences**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>83 – 89</td>
</tr>
<tr>
<td>C</td>
<td>75 – 82</td>
</tr>
<tr>
<td>D</td>
<td>67 – 74</td>
</tr>
<tr>
<td>F</td>
<td>Below 67</td>
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</table>
**Requirements and Evaluation Criteria**

Both the experiential and didactic assignments are designed as opportunities for the integrated application of principles, theories and frameworks learned through coursework in this program. Skill demonstration, personal reflection, independent reading and study, and online discussions are used to stimulate the development of an understanding of theory, process, and principles of learning as they affect nursing education. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred.

1. **Discussion Participation**
   
   Discussion topic is listed in the individual UNITS. Review the rubric for the 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.
   - is expected to be well organized and written with correct grammar.

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://ccnm.thinkculturalhealth.hhs.gov/](https://ccnm.thinkculturalhealth.hhs.gov/)

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, & 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:
   
   - Title page in APA style
   - Abstract written in APA style with **key words**
   - Narrative written at a graduate level in accordance with the instructions
   - Reference list in APA style
4. **Group Project – Medically Underserved Area**

   Each group 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 group will use PowerPoint to present their project. Guidelines for this assignment are found posted in *Assignments* in Bb.

5. **Peer critique**

   Each student will critique Group Project presentations. Guidelines for this assignment are found posted in *Assignments* in Bb. A peer critique of Learning Group 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.

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**Course Policies**

1. **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.

2. **Discussion participation:** Participation is due according to the schedule. Student engagement and participation is an expectation in this course. Each student must participate to demonstrate course requirements.

3. **Course communication:** Professional and timely communication with course faculty is a course expectation. Communication with faculty should be within the Blackboard course shell except when special circumstances exist (i.e. Blackboard is not available).
   
   a. Course faculty will monitor Blackboard mail and discussion comments regularly. Students can usually expect a response to email messages within 48 hours of the posting unless messages are sent on Friday. I generally do not check emails etc. over the weekends or holidays. – PLEASE PLAN ACCORDINGLY

   b. Students are expected to read and respond to faculty communications within 48 hours if sent during the weekday and within 72 hours if the message is sent on a weekend.

   c. Blackboard Messaging should be used for all communication concerning the course.

   d. You must have access to the Internet to successfully communicate with the faculty and students enrolled in this course.

   e. Web-based courses do not reduce the amount of time you are likely to spend completing course requirements. Rather, the time spent in the course is set by your personal learning
style, not a lecture schedule.

f. Professional information disclosed through course discussions is confidential and should not be shared with others outside the context of this course.

g. Course faculty is available for meetings with individual students through email, telephone, or face-to-face (WebEx) encounters. Students are encouraged to make appointments when extensive content must be covered.

4. Students will generally receive feedback on assignments within 2 weeks of assignment due dates unless notified by the course faculty.

5. Computer or Internet problems are not an excuse for late work or lack of participation – have a back-up plan in place in case of emergencies. Students are expected to have consistent access to a computer that can support BlackBoard applications.

6. The online weekly schedule begins on Monday and ends on Sunday. Assignments are due by 11:55pm on the date indicated in the course schedule.

7. Late assignments will not be accepted unless arrangements have been made with the faculty PRIOR to the assignment due date.

8. Discussions are asynchronous and must be completed by the due date indicated in the course schedule. The discussion will be closed on that date. Please note and remember the ‘rule of thumb’ for the weekly time commitment associated with university courses, both graduate and undergraduate.

9. Guidelines for Form and Style of Written Assignments: Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact course faculty in a timely manner to insure satisfactory completion of the assignment on the date it is due. Unless otherwise instructed, students must adhere to the 6th edition of the APA Publication Manual for formatting and organizing written assignments. All of the assignments will be judged based on content AND format.

   - The campus Center for Academic Student Achievement provides writing support both in person and in an online format. The contact information for the Center 361-825-2254 and the web link is http://casa.tamucc.edu. You are able to set an appointment with a consultant and meet online in a whiteboard space to consider your writing needs. Please do not hesitate to use this resource.

10. 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.

UNIVERSITY POLICIES:

*Academic Integrity/Plagiarism.*

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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of the assignment and a report to the student conduct office. See University procedure [here](#).

*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 with your academic advisor, the Financial Aid Office, and your faculty, before you decide to drop this course. 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 class. Please refer to the university academic calendar ([http://www.tamucc.edu/academics/calendar](http://www.tamucc.edu/academics/calendar)) for the last day to drop a class with an automatic grade of “W” this term.

*Classroom/professional behavior*

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

*Statement of Civility*

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
Grade Appeals*

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 the CONHS Student Handbook (on the CONHS website) and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf)

For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations*

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 call or visit Disability Services at (361) 825-5816 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 Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

NURS 5315
Course Syllabus: Summer 2020
Revised by GP in May 2020