I. LOCATOR INFORMATION

Instructor:  
Course # and Name: NUR 310- Transcultural Nursing  
Course credits: Three (3) Lecture Credit Hours  
Curriculum Level: Level III Course  
Class Meets: Online  
Office:  
Office Hours:  
Office Phone:  
E-mail Address:  

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION

This course explores how culture influence belief systems with a special focus on health practices, and how these concepts form the foundation of Transcultural nursing. Emphasis is on how the client's perceptions, values and roles are influenced by culture, and how these perceptions affect the delivery of culturally competent nursing care.  
Pre-requisite: Acceptance into the RN BSN Nursing Program  
Pre/Co-requisites: NUR300

III. DISABLED STUDENT SERVICES

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor): 910-672-1203.

NURSING DISCLAIMER

This syllabus is not an unchangeable contract, but instead, an announcement of present course requirements and policies only. Implicit in each student’s enrollment is an agreement to comply with the course requirements and policies, which the professor may modify to exercise properly his/her educational responsibility.
IV. TITLE IX – SEXUAL MISCONDUCT

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff
Deputy Title IX Coordinator for Students
Spaulding Building, Room 155
(910) 672-1222
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.
V. ACADEMIC SUPPORT RESOURCES

Academic support resources available in this class are found in the Tools section on Blackboard (Bb).

Student Orientation to Bb is located on the Bb home page. This orientation facilitates students’ familiarity with navigating Bb, submitting assignments, and utilizing Bb features. It is strongly recommended that you review this orientation the first week of class.

Chesnutt Library Services are available in person and online. Our designated librarian is Ms. Jan Whitfield (Head of Public Services and Information Literacy). Her email is jwhitfield@uncfsu.edu Her phone number is (910) 672-1750/1233. She is the contact person in assisting us in obtaining relevant and appropriate resources for the assignments in this course. The Nursing LibGuide can be found at http://libguides.uncfsu.edu/nursing.

VI. TEXTBOOKS


VII. COURSE OUTCOMES

Upon completion of this course the student should be able to:

1. Examine one’s own cultural influences in the delivery of culturally competent nursing care to diverse cultural groups.
2. Discuss the nursing implications for complementary and alternative medicine therapies in providing culturally competent nursing care.
3. Link the influence of culture on a person’s health practices.
4. Evaluate strategies for promoting effective cross-cultural interactions in the workplace.
5. Synthesize cultural factors influencing bioethics and the ethical decision-making of diverse cultural groups.
6. Analyze the characteristics of various cultural groups in Southeastern North Carolina.
7. Apply evidenced-based findings in providing culturally competent nursing care.
The ability to find, evaluate and effectively use needed information is necessary for continued professional competence and lifelong learning. Through the assignments in this course students will have opportunities to engage in experiences that meet all 5 ACRL Information Literacy Standards.

The information literate student will be able to:

1. Determine the nature and extent of information needed.
2. Access the needed information effectively and efficiently.
3. Evaluate information and its sources critically and incorporates selected information into his/her knowledge base and value system.
4. Use information, individually and as a member of a group, effectively to accomplish a specific purpose.
5. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

VIII. COURSE EVALUATION

A. Grade Distribution/Assignment

<table>
<thead>
<tr>
<th>Journal</th>
<th>20%</th>
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<tbody>
<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Case Study</td>
<td>25%</td>
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<tr>
<td>Presentation</td>
<td>25%</td>
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B. Student Learning Assessment

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>1. Examine one's own cultural influences in the delivery of culturally</td>
<td>Journal</td>
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<tr>
<td>competent nursing care to diverse cultural groups.</td>
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<tr>
<td>2. Discuss the nursing implications for complementary and alternative</td>
<td>Case Study</td>
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<td>medicine therapies in providing culturally competent nursing care.</td>
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<tr>
<td>3. Link the influence of culture on a person’s health practices.</td>
<td>Case Study</td>
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<tr>
<td>4. Evaluate strategies for promoting effective cross-cultural interactions</td>
<td>Exams</td>
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<td>in the workplace.</td>
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<tr>
<td>5. Synthesize cultural factors influencing bioethics and the ethical</td>
<td>Exams</td>
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<tr>
<td>decision-making of diverse cultural groups.</td>
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<tr>
<td>6. Analyze the characteristics of various cultural groups in Southeastern</td>
<td>Presentation</td>
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<tr>
<td>North Carolina.</td>
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<tr>
<td>7. Apply evidenced-based findings in providing culturally competent</td>
<td>Journal</td>
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<tr>
<td>nursing care.</td>
<td>Case Study</td>
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<td>8. Meet ACRL Standards 1-5.</td>
<td>Case Study</td>
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<tr>
<td></td>
<td>Presentation</td>
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</table>
C. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>93-100</td>
<td>85-92</td>
<td>78-84</td>
<td>70-77</td>
<td>&lt;69</td>
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Please note that the cumulative percentage will be rounded to the nearest integer by using the symmetric arithmetic rounding. For example, if your final grade is 84.5%, it will be rounded up to 85%. On the other hand, if you have 84.4%, it will be rounded to 84%.

D. Grading Rubrics/Criteria

Assignments will be evaluated using the grading rubrics/criteria posted in the Course Documents section on Blackboard (Bb).

E. Late Assignments Policy

Assignments more than 2 days late will not be accepted. Assignments submitted late (within 2 days of the due date) receive a 10% deduction for each day they are late, EXCEPT for the Presentation and Exams. They must be submitted on time or they will not be accepted.
# IX. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Objectives</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1 | 1. Analyze the complex integration of knowledge, attitudes, and skills needed for cultural competence.  
2. Explore cross-cultural communication as the foundation for the provision of culturally competent nursing care.  
3. Identify strategies for promoting effective cross-cultural communication in multicultural health care settings. | Culturally Competent Nursing Care           | Andrews & Boyles Chap 2            | Submit an Introduction of Yourself  
Post: Discussion Board in the Introduction Forum  
Syllabus Quiz (not graded, but you must pass with 100%) You may take as many times as needed to earn 100%.  
Located: Week 1 Course Content  
1st Journal Submission  
Located: Week 1 Course Content |
| Week 2 | 1. Examine the historical origins of transcultural nursing with special emphasis on its roots in anthropology.  
2. Critically analyze the need for transcultural nursing in contemporary society.  
3. Critically analyze prevailing nursing paradigms and nursing theories from a transcultural nursing perspective.  
4. Identify resources available in transcultural nursing and health care. | Theoretical Foundations of Transcultural Nursing | Andrews & Boyles Chap 1            | Exam 1: Covers Chapters 1 & 2  
Located: Week 2 Course Content |
| Week 3 | 1. Describe the major cultural belief systems of people from diverse cultures.  
2. Compare and contrast professional and folk healing systems.  
3. Identify the major complementary and alternative health care therapies. | The Influence of Cultural and Health Belief Systems on Health Care Practices | Andrews & Boyles Chap 4            | Final (2nd) Journal Submission  
Located: Week 3 Course Content |
| Week 4 | 1. Explore the meaning of spirituality and religion in the lives of clients across the life span. | Religion, culture and nursing | Andrews & Boyles, Chap 13 |
| | 2. Identify the components of a spiritual needs assessment for clients from diverse cultural backgrounds. | | 1st Case Study Submission |
| | 3. Examine the ways in which spiritual and religious beliefs can be incorporated into the nursing care of clients from diverse cultures. | | Located: Week 4 Course Content |
| | 4. Discuss cultural considerations in the nursing care of dying for bereaved clients and families. | | |
| | 5. Describe the health-related beliefs and practices of selected religious groups in North America. | | |

**Week 5**

| Week 5 | 1. Describe how organizations can develop cultural competency. | Cultural diversity and competence in the workplace | Andrews & Boyles, Chap 9 & 12 |
| | 2. Identify how health disparities can be decreased or eliminated. | | Exam 2: Covers Chapters 9 & 12 |
| | 3. Examine how organizations resolve conflict. | | Located: Week 5 Course Content |
| | 4. Evaluate organizational cultures. | | |
| | 5. Assess culturally competent initiatives designed and implemented by health care organizations. | | |
| | 6. Evaluate strategies for promoting effective cross-cultural communication and preventing conflict in the multicultural workplace. | | |
| | 7. Examine the process and content of cultural self assessment for nurses and for health care organizations, institutions, and agencies. | | |

**Week 6**

| Week 6 | 1. Analyze the moral dilemma underlying health care disparities. | Ethics and Culture | Andrews & Boyles, Chap 14 |
| | 2. Describe how moral philosophies are socially and culturally constituted. | | Final (2nd) Case Study Submission |
| | | | Located: Week 6 Course Content |
3. Discuss ethical principles and theories supporting human rights.
4. Differentiate social justice from distributive justice.
5. Describe the Model of Cultural Competent Ethical Decision Making.
6. Use research findings relevant to ethical decision making.

Week 7
1. Use cultural concepts to provide care to families, communities, and aggregates.
2. Understand the necessary components of a cultural assessment of an aggregate group.
3. Explore interactions of community and culture as they relate to concepts of community-based practice and specialized community interventions.
4. Analyze how cultural factors influence health and illness of groups.
5. Critically evaluate potential health problems and solutions in refugee and immigrant populations.
6. Assess factors that influence the health of diverse groups within the community.

Week 8
Mastery of course objectives.

Culture, Family and Community
Andrews & Boyles, Chap 11

Presentation Post: PowerPoint Presentation and peer comment in the Cross-Cultural Interview Presentation Discussion Forum
AND
Presentation Self Evaluation
Submit: Week 7 Course Content

Week 8
Mastery of course objectives.

Comprehensive Review
All previous required reading.

Final Cumulative Exam
X. COURSE ASSIGNMENTS

A. Journal (20%)  
Weeks 1 & 3.

This is a reflective writing assignment, meaning that you may use personal pronouns. The emphasis is on the process of self-exploration and self-discovery, not on evaluating or judging the student’s attitudes or feelings revealed in this exercise. Indeed, negative entries are just as likely to meet the criteria as positive ones. Therefore, you will receive credit for the work if the assignment is completed thoroughly; you will not receive credit if the assignment is handled superficially.

Detailed assignment requirements and grading criteria/rubric are posted in Bb.  
Must be submitted by 11:59 PM EST/EDT on or before the due date as stated in the Course Schedule.

Late entries will receive a 10% deduction for each day late and will not be accepted if submitted more than 2 days late.

B. Exams (30%)  
Weeks 2, 5, & 8.

The purpose is for the students to assess their comprehension of the concepts presented in order to enhance students’ learning. Therefore students will have at least 2 attempts before the due date.

Exams must be completed by 11:59 PM EST/EDT on or before the due date as stated in the Course Schedule and will not be accepted if submitted late.

C. Case Study (25%)  
Weeks 4 & 6.

The purpose is for students to apply the concepts presented in a critical thinking exercise that requires locating, evaluating and effectively using needed information in scientific writing. This assignment meets ACRL Standards 1-5.

Detailed assignment requirements and grading criteria/rubric are posted in Bb.  
Must be submitted by 11:59 PM EST/EDT on or before the due date as stated in the Course Schedule.

Late entries will receive a 10% deduction for each day late and will not be accepted if submitted more than 2 days late.
D. **Presentation (25%)**

The purpose of this assignment is to provide the student with the opportunity to engage with persons from a different cultural background than the student. Using the Andrews/Boyle Transcultural Assessment Guide for Individuals and Families (Appendix p. 451-455), the student will conduct an interview with a colleague, friend, or neighbor from a different cultural background than the student. The student will compare and contrast the interviewee’s responses to what is found in the professional literature about that cultural group. The student will share these findings with his classmates in a PowerPoint presentation WITHOUT identifying the interviewee’s name. This assignment meets ACRL Standards 1-5.

Detailed assignment requirements and grading criteria/rubric are posted in Bb.

**Presentations and peer comments are to be posted to the discussion board in the Cross-Cultural Interview Presentation forum.** It is the responsibility of the student to post the assignment in the correct forum.

**Presentations and peer comment must be submitted to the correct discussion forum by 11:59 PM EST/EDT on or before the due date** as stated in the Course Schedule. **Late postings will not be accepted.**

Be sure to submit your self evaluation in Week 7 Course Content so that the instructor can view it, NOT your classmates.

**XI: TEACHING STRATEGIES**

- Audio-visual aids
- Individual assignments
- Instructor feedback/evaluation
- Asynchronous discussion