FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST[1]

UGPC APPROVAL _____
UFS APPROVAL _____
SCNS SUBMITTAL _____
CONFIRMED _____
BANNER POSTED _____
CATALOG _____

DEPARTMENT: NURSING	COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 7942C	CURRENT COURSE TITLE: Doctor of Nursing Practice Seminar 2
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SUMMER 2016	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):

CHANGE TITLE TO: Integration of Cultural Concepts: D.N.P. Seminar 2	CHANGE PREREQUISITES/MINIMUM GRADES TO*: *Prerequisites: NGR 6110*
	OLD PREREQUISITES: NONE
CHANGE PREFIX FROM: TO:	
CHANGE COURSE NO. FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE CREDITS[2] FROM: TO:	
CHANGE GRADING FROM: TO:	CHANGE REGISTRATION CONTROLS TO:
CHANGE DESCRIPTION TO: Explores cultural diversity issues and concepts and addresses health disparities to promote health equity for vulnerable populations, with special emphasis on aging across the lifespan.	*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments.[3]

Faculty contact, email and complete phone number:
Joy Longo, jlongo5@fau.edu, 561-297-2457

Approved by:	Date:	
Department Chair: _X.Belfin_	2/16/16	1. **Syllabus** must be attached; see guidelines for requirements: *www.fau.edu/provost/files/course syllabus.2011.pdf*
College Curriculum Chair: _____	2/12/16	
College Dean: _Koreth Edwards_	2/12/16	
UGPC Chair: _____	_____	2. Review **Provost Memorandum: Definition of a Credit Hour** *www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf*
Graduate College Dean: _____	_____	
UFS President: _____	_____	3. **Consent** from affected departments (attach if necessary)
Provost: _____	_____	

Email this form and syllabus to *UGPC@fau.edu* **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FAU

FLORIDA ATLANTIC UNIVERSITY

CHRISTINE E. LYNN COLLEGE OF NURSING

COURSE OVERVIEW
SPRING 2016

COURSE NUMBER: NGR   7942C

COURSE TITLE: Integration of Cultural Concepts: DNP Seminar II

COURSE FORMAT: Live, Blackboard Assisted

CREDIT HOURS: Variable, 2-4 Credit Hours
                            1 Seminar Hour/ 1-3 Clinical Hours

COURSE SCHEDULE   Saturdays, monthly
AND LOCATION: Boca Raton Campus: Room 205

PLACEMENT IN
CURRICULUM: Second semester in curriculum / PhD elective

PREREQUISITE: Permission of department

FACULTY: Charlotte Barry, PhD
                            Office: NU 346
                            Phone: 561 297 2998
                            E-mail: cbarry@fau.edu

OFFICE HOURS: Office hours and meeting place by appointment

COURSE DESCRIPTION: Explore cultural diversity issues and concepts and address health disparities to promote health equity for vulnerable populations with special emphasis on aging across the lifespan.

COURSE OBJECTIVES:

Upon completion of NGR 7942C, the student will demonstrate evidence of:

1. **Being competent**
   a. Evaluate the role of culture in health care delivery.

b. Analyze models of culturally competent practice.

c. Examine relevant literature around a selected population of interest

2. **Being compassionate**
   a. Explore innovative images of culturally competent advanced nursing practice grounded in caring.
   b. Incorporate an understanding of wholeness of persons connected with others and the environment through caring.

3. **Demonstrating comportment**
   a. Discuss appropriate professional behaviors to enhance communication and health literacy with members of diverse cultures.
   b. Deliver patient centered care respectful of the cultural beliers and behaviors of those persons served.

4. **Becoming confident**
   a. Advance the discipline of nursing through practice informed by current evidence about cultural competency.
   b. Distinguish the unique role of the DNP in the health care system in culturally competent care for persons of diverse backgrounds.

4. **Attending to conscience**
   a. Discuss cultural factors which may contribute to marginalization of populations.
   b. Examine ways in which providers may consciously or subconsciously create barriers to equitable care.
   c. Explore advanced nursing strategies to improve health equity for vulnerable and disenfranchised populations.

5. **Affirming commitment**
   a. Actualize evidence-based health care practice, grounded in nursing research, as nurturing the wholeness of others through caring.
   b. Compile a list of possible appropriate topics for the final DNP project.
   c. Actualize evidenced-based health care practice, grounded in nursing research, as nurturing the wholeness of others through caring.

TEACHING/LEARNING STRATEGIES:
Lecture, nursing situation, group discussions, 45 cultural immersion practice hours.

GRADING AND EVALUATION METHODS:

Cultural Competence Model Paper:	20%
Immersion hours (45 hrs) & Journal:	35%
Class Participation (Group and Individual):	20%

➤ Individual Activity:10%
Online CEU- Culturally Competent Nursing
Care: A Cornerstone of Caring
➤ Group Activities: 10%
Immersion Presentation: 25%
                      100%

GRADING SCALE:

A grade below C is not passing in the Graduate Program.

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
0–59 = F

REQUIRED TEXTS:

American Psychological Association (2009). Publication manual of the American
Psychological Association (6th ed.). Washington, DC: Author.
[ISBN 1-55798-791-2]

deChesney, M. & Anderson, B.A. (2012). *Caring for the vulnerable: Perspectives in
nursing theory, practice, & research*. Burlington, Maine: Jones & Bartlett.
ISBN: 978-1-4496-3592-3

Ray, M. (2010). *Transcultural Caring Dynamics in Nursing and Health Care*.
Philadelphia: F.A. Davis ISBN: 13-978-0-8036-0809-2

RECOMMENDED TEXTS:

Mayeroff, M. (1970). *On caring*. New York: Harper & Row. ISBN# 0-06-092024-6

TOPICAL OUTLINE:
1) Transcultural Concepts and Models
2) Standards of Practice for Culturally Competent Nursing Care
3) Developing Cultural Competence

4) Self-Evaluation in Terms of Diversity
5) A Literary Approach to Cultural Competence
6) Community Views of Cultural Competence

COURSE SCHEDULE:

Date	Topic	Activities/Readings
1/06	**Course Overview** **Transcultural Concepts and Models**	**Self-Evaluation: "Culturally Competent Nursing Care: A Cornerstone of Caring" from the Office of Minority Health** http://thinkculturalhealth.org. Online training to be completed by February 2014-Submit CERTIFICATE of COMPLETION to drop box by 12 MN **Read:** **Ray, Chapters 1-7** **deChesney & Anderson Chapters 1, 2, 3 & 6**
2/10	**Standards of Practice for Cultural Competence** **Transcultural Assessment Tools** **Literary Approach** **Community View Cultural Competence**	**Ray, Ch-7-23** **deChesney & Anderson Chapters 1, 2, 3 & 6 as selected** Campinha-Bacote, J. (2011). Coming to know cultural competence: An evolutionary process. *International Journal for Human Caring,* 15(3), 42-48. Kleinman, A. (1978). Concepts and a model for the comparison of medical systems as cultural systems. *Social Science and Medicine,* 12, 85-93.
3/3 – 3/9	**SPRING BREAK**	**NO CLASSES or IMMERSION ACTIVITIES**
3/17	**Transcultural Ethics** **Health Disparities**	**deChesney & Anderson Chapters 1, 2, 3 & 6 as selected** **CC Model paper due to CC drop box**
4/21	**Immersion Presentations** **Course Evaluation**	**Class Presentations** **Submission of Logs and journals** **Course Evaluation**

COURSE ASSIGNMENTS:

Cultural Competence Model Paper: 20%

Each student will select a cultural competence model. This model should be selected based on the congruence with the student's personal philosophy of healthcare, nursing practice, immersion experience, and resonance with their view of diverse populations living in the U.S. The paper should be 3-5 pages and written in 6th edition APA format. Follow the attached rubric guidelines.

Cultural Competence Model Paper Rubric

Topic	Possible Points	Earned Points
Present and describe CC model	5	
Discuss why you selected this model and the relationship with your immersion population	4	
Identify the cultural issues the model helped you to understand (Minimum 2 issues).	4	
Explain how identification of a CC model would help you in your practice with diverse populations	4	
Grammar, clarity, 3-5 pages, and APA format	3	
TOTAL SCORE	**20**	

Immersion hours (45 hrs) & Journal: 35%
Each student is expected to complete 45 documented hours with their preceptor (CIL) at their identified immersion placement site. These 45 hours are to be documented in a log (note attached) which shows the cumulative hours signed by the CIL. In order to meet the self-reflection aspect of the immersion experience the student is to write about their experience in a journal after each immersion visit. In addition, each student will be visited at their immersion placement by the course faculty. This will be a time to review the progression of the experience, and the objectives of the immersion evaluation. The immersion evaluation will be PASS/FAIL based on satisfactory completion of all objectives. <u>The journal and log are to be submitted to the course faculty at mid-term and at the conclusion of the semester. Each student must complete background checks before engaging in immersion activities.</u>

Class Participation (Group and Individual):   20%

In order to maintain an active learning environment class participation activities will be a consistent component of this course. The group and individual activities will be based on course objectives. The student will have the opportunity to gain points for participation in assigned activities.

One major individual activity is the completion of Part 1 of "Culturally Competent Nursing Care: A Cornerstone of Caring" from the Office of Minority Health at the Department of Health and Human Services: http://thinkculturalhealth.org. Three CEUs will be awarded at the completion of each program and there is no cost for participation. There are three sections for a total of 9 CEUs. You are required to complete Course 1 "Delivering Culturally Competent Care" section which is 3 CEUs. Proof of completion will be a copy of your CERTIFICATE OF COMPLETION. This page is to be submitted to the Black Board drop box by 2/15/12, 12 midnight. You will also gain 3 participation points for completion of this activity.

A major group activity will be a discussion of the text "Caring for the Vulnerable: Perspectives in Nursing Theory, Practice, & Research. Chapters will be selected individually and students will lead the discussions.

Immersion Presentation: 25%

Each student is to prepare a class presentation of their immersion experience. The following criteria are to be covered in the presentation (see Rubric):

Identification of the cultural competence model used in the immersion experience.
- Description of the population followed in immersion experience
- Explanation of the strengths and challenges noted during the experience with this population
- Potential collaborative engagement grounded in cultural caring
- Lessons learned from the immersion experience (minimum of two) in relation to cultural competence.

Immersion Presentation Rubric

Topic	Possible Points	Earned Points
Description of the population followed in immersion experience (race, ethnicity, age, gender, occupation, socio-economic status, beliefs, values, health status, environment, support systems-including family etc.)	4	

Explanation of the strengths and challenges noted during the experience with this population	6	
Potential cultural caring engagements	6	
Lessons learned from the immersion experience in relation to cultural competence	6	
Issues articulated clearly with appropriate audiovisuals and handouts	3	
TOTAL SCORE	**25**	

BIBLIOGRAPHY

Barry, C.D., Lange, B. & King, B. (2011). Women Alive: Gathering Underserved Women Upstream for a comprehensive breast health program. Southern Online Journal of Nursing Research (SOJNR).

Barry, C.D, Gordon, S.C., & Lange, B. (2007). The usefulness of the Community Nursing Model in school based community wellness centers: Voices from the U.S. and Africa. *Research and Theory for Nursing Practice: An International Journal, 21*(3), 174-184.

Baum, F. (2007). Cracking the Nut of Health Equity: Top Down and Bottom Up Pressure Action on the Social Determinants of Health. International Journal of Health Promotion and Education, 14(2), 90-95.

Campinha-Bacote, J. (2011). Coming to know cultural competence: An evolutionary process. International Journal for Human Caring,15(3), 42-48.

Campinha-Bacote, J. (2008). Cultural Desire: 'Caught' or 'Taught?' *Contemporary Nurse, 28*(2), Advances in Contemporary Transcultural Nursing 2nd edition.

Campinha-Bacote, J. (2003). Many Faces: Addressing Diversity in Health Care. *Journal of Online Issues in Nursing, 8*(1). Online a: http://nursingworld.org/ojin/topic20/tpc20_2.htm

Campinha-Bacote, J. (2002). The Process of Cultural Competence in the Delivery of Healthcare Services: A Model of Care. *Journal of Transcultural Nursing, 13* (3), 181-184.

Campinha-Bacote, J. (1999). A model and instrument for addressing cultural competence in health care. *Journal of Nursing Education, 38*(5), 203-206.

Douglas,M.,Pierce,J., et al. (2009).   *Standards of practice for culturally competent nursing Care: A request for comments*. Journal of Transcultural Nursing, 20 (3),257-269.

Fielo, S., & Degazon, C. (1997). When cultures collide: Decision making in a multicultural environment. *Nursing and Health Care Perspectives*, 18, 238-242.

Flowers, D.L.(2004). Culturally competent nursing care. A challenge for the 21st century, *Critical Care Nurse 24*(4), 48-52.

Gordon, S.C., Barry, C.D., Dunn, D.J. & King, B. (2011). Clarifying a vision for health literacy: A holistic school-based community approach. *Holistic Nursing Practice*, 25(3), 120-126. DOI: 10.1097/hnp.0b013e3182157c34.

Gray, D.P. & Thomas, D. J. (2005). Critical analysis of "culture" in nursing literature: Implications for nursing education in the United States. *Annual Review of Nursing Education*, 3, 249-270.

Gustafson, D.L. (2005). Transcultural nursing theory from a critical cultural perspective. *Advances in Nursing Science*, 28(1), 2-16.

Kleinman, A. (1978). Concepts and a model for the comparison of medical systems as cultural systems. *Social Science and Medicine*, 12, 85-93.

Leininger, M. (1997). Future directions in transcultural nursing in the 21st century. International Nursing Review, 44(1), 19-23.

Lipson, J.G. & Desantis, L. (2009). Current approaches to integrating elements of cultural competence in nursing education. Journal of Transcultural Nursing, 18(1), 10S-20S. DOI:1177/10436596060295498

Lowe, J. & Archibald, C. (2009). Cultural diversity: The Intention of Nursing. Nursing Forum, 44(1), 11-18.

Lowe, J. & Struthers, R. (2001). A conceptual framework: Nursing in the Native American culture. *Journal of Nursing Scholarship*, Third Quarter, 33 (3): 279-283.

Lowe, J. (2002). Balance and harmony through connectedness: The intentionality of Native American nurses. *Holistic Nursing Practice*, 16(40), 4-11.

Lowe, J. (2005). Being influenced: A Cherokee way of mentoring. *Journal of Cultural Diversity*, 12(2), 37-49.

Meleis, A., Isenberg, M., Koerner, J., Lacey, B., & Stern, P. (1995). *Diversity, marginalization, and culturally competent health care: Issues in knowledge development.* Washington: AACN.

Sternberg, R. & Barry, C. D. (2011). Transnational mothers crossing the border and bringing their healthcare needs. *Journal of Nursing Scholarship, 43*(1), 64-71. Doi: 10.1111/j.1547- 5069.2010.01383.x.

Wells, M. (2002). Beyond cultural competence: A model for individual and institutional cultural development. *Journal of Community Health Nursing*, 17, 189-199.

<u>COURSE POLICIES AND GUIDELINES</u>

Please read Important Info for specific guideline and rules for the on-line learning adventure.

Assignments are due on the date specified by the faculty on the course syllabus. The course syllabus is the official schedule for course activities. (I suggest you print a copy and hang it above your computer) Late work is not acceptable and will receive a grade of zero. If the student is unable to submit work on the designated date, arrangements must be made with the course faculty in advance of the due date. Extensions will only be considered in extreme circumstances and only for individual assignments. Discussion activities and assignment posted for peer critique as well as your critique of your peers work are time sensitive activities and ABSOLUTELY no extensions are possible. No extensions are granted after the due date, and no work will be accepted after the last class session.

All course work and correspondence must be submitted within this e-College course site. Assignments that are FAXED, e-mail or brought in hard copy to the faculty are not acceptable. If your assignment does not appear in the area designate for that assignment within this course framework---it does not exist.

Course work must be saved in the format and submitted via the course tool as described with the assignment guidelines.

Students are expected to participate in class and group activities and discussions. Students who do not participate in these activities will receive a grade of zero for that component of their course grade.

Because of the nature of class activities and group projects, there will be no alternative assignments or opportunities for make up experiences or assignments.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:
a). The Christine E. Lynn College of Nursing Graduate Handbook located at:
http://nursing.fau.edu/index.php?main=3&nav=457

b). Florida Atlantic University's Academic Policies and Regulations
http://www.fau.edu/academic/registrar/catalogRevs/academics.php
and http://www.fau.edu/regulations

CODE OF ACADEMIC INTEGRITY

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up

work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION
In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL
The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

FAU
FLORIDA ATLANTIC UNIVERSITY

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and a field of professional practice grounded in caring. Scholarship and practice in nursing require creative integration of multiple ways of knowing. Nursing makes a unique contribution because of its special focus: nurturing the wholeness of persons through caring. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to calls from clients.

The experience of nursing takes place in nursing situations: lived experiences in which the caring between nurse and client fosters well-being within a co-creative experience. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment.

Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values, culturally derived, which give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. The well-being and wholeness of persons, families, groups, communities, and societies are nurtured through caring relationships.

Beliefs about learning and environments which foster learning are derived from an understanding of person, the nature of nursing and nursing knowledge, and from the mission of the University. Learning involves the creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the human person are respected, nurtured, and celebrated. The learning environment emphasizes collegial relationships with faculty and students.

The above fundamental beliefs concerning Person, Nursing, and Learning express our values and guide the endeavors of the Faculty. The Faculty of the Christine E. Lynn College of Nursing believe in the values and goals of higher learning and support the Florida Atlantic University mission of education, scholarship, and service.

Revised April 2012