NURS 3302
Section 795, Fall, 2020
Syllabus

Basic Information

Instructor Name: Nashat Abualhaija, PhD, RN

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OFFICE HOURS: Virtual (TBA)

This course is a Web Course and is conducted within Canvas
http://utpb.instructure.com

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

Course Catalog Description: This course provides students with an introduction into transcultural nursing and the theoretical frameworks that underpin the delivery of a holistic patient-centered culturally congruent nursing care. It also introduces students to the knowledge, skills, and attitudes needed to ensure delivering culturally sensitive nursing care. It further exposes student to pertinent and sensitive health topics that impede ethnic minorities' health, such as social determinants of health, social justice, and health and health care disparities.

Measurable Learning Outcomes:

By the end of this course, you will be able to:

1. Demonstrate understanding of relevant cultural terminologies, such as acculturation, assimilation, enculturation, transcultural nursing, culture, cultural competence, cultural sensitivity, culturally congruent care, cultural imposition, and cultural blindness.
2. Analyze how patients, health care systems and professionals perceive these concepts.
3. Discuss the historical evolution of cultural competence in nursing.
4. Identify some transcultural nursing theoretical frameworks and how these theories can be applied in nursing.
5. Differentiate between race, ethnicity, minorities, and vulnerable population; list how different racial groups are classified according to the United States Census Bureau.

6. Discuss and apply components of Giger & Davidhizar's Framework (the Transcultural Assessment Model) of communication, space, social organization, time, environmental control, and biological variations in providing culturally competent nursing care.
7. Articulate the differences between health and health care disparities, including health inequalities, social justice, and discuss how these practices have affected health for various racial/ethnic minorities and vulnerable population.
8. Discuss social determinants of health (SDOH) and how it might affects minorities' health.
9. Delineate ethics of cultural competence in health care.
10. Articulate transcultural implications for nursing education, practice, research, and health & public policy.

Prerequisites: Admission to the nursing program or prior approval of Director.

Materials

Required Materials:

Giger, J. N. (2013). *Transcultural Nursing Assessment and Intervention,* (7th ed.). St. Louis, MO: Elsevier. ISBN- 9780323399920.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association.* (6th ed.). Washington, D.C.: American Psychological Association. ISBN-13: 978-1-4338-0561-1.

"Culturally and Linguistically Appropriate Standards (CLAS).
https://www.pcpcc.org/resource/national-standards-culturally-and-linguistically-appropriate-services-clas-health-and

Hospitals, Language and Culture: A Snapshot of the Nation, a report from the Joint Commission on Accreditation of Healthcare Organizations
https://www.jointcommission.org/assets/1/6/hlc_paper.pdf

Smedley, B. D., Stith, A. Y., & Nelson, A. R. (2002). Unequal treatment: Confronting racial and ethnic disparities in health care. Washington, DC: National Academies Press. (Read summary only). Retrieved from http://www.precaution.org/lib/iom_on_health_disparities.020601.pdf

Social Determinants of Health. http://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health

Recommended Materials:

Leininger, M. M., & McFarland, M. R. (2006). *Culture care diversity and universality: A worldwide nursing theory* (2nd ed.). Sudbury, MA: Jones and Bartlett.

Campinha-Bacote, J. (2007). *The process of cultural competence in the delivery of healthcare services: The journey continues* (5th ed.). Cincinnati, OH: Transcultural C.A.R.E Associates.

Jeffreys, M. R. (2006). *Teaching cultural competence in nursing and health care*. New York, NY: Springer

Purnell, L. D. (2014). *Guide to culturally competent health care* (3rd ed.). Philadelphia, PA: F.A. Davis Company

Kardong-Edgren, S., Cason, C. L., Brennan, A. W., Reifsnider, E., Hummel, F., Nancini, M., & Griffin, C. (2010). Cultural Competency of Graduating BSN Nursing Students. *Nursing Education Perspectives*, 31(5), 278-285.

The Joint Commission. (2016). A Roadmap for Hospitals. Retrieved from https://www.jointcommission.org/assets/1/6/ARoadmapforHospitalsfinalversion727.pdf

U.S. Department of Health & Human Services. HHS Action Plan to Reduce Racial and Ethnic Disparities. (2011). Retrieved from http://www.minorityhealth.hhs.gov/npa/templates/content.aspx?lvl=1&lvlid=33&ID=285

The Compelling Need for Cultural and Linguistic Competence. https://nccc.georgetown.edu/foundations/need.php

Harvard University Project Implicit website. Complete a self-assessment Implicit Association Test of choice. https://implicit.harvard.edu/implicit/demo

Helman, C. G. (2005). Cultural aspects of time and ageing. EMBO Reports, 6(1), S54-S58. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1369268/

Juckett, G. & Unger, K. (2014). Appropriate use of medical interpreters. American Family Physician, 90(7), 476-480. Retrieved from http://www.aafp.org/afp/2014/1001/p476.html

Kreuter, M. W., Hovmand, P., Pfeiffer, D. J., Fairchild, M., Rath, S., Golla, B., & Casey, C. (2014). The "long tail" and public health: new thinking for addressing health disparities. American Journal of Public Health, 104(12), 2271-2278. http://www.utpb.edu/library/

McCullahg, M. C., Sanon, M., & Foley, J. G. (2015). Cultural health practices of migrant seasonal farmworkers. Journal of Cultural Diversity, 22(2), 64-67. http://www.utpb.edu/library/

Singleton, K. & Krause, E. M. S. (2009). Understanding cultural and linguistic barriers to health literacy. The Online Journal of Issues in Nursing, 14(3), Man. 4. Retrieved from http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No3Sept09/Cultural-and-Linguistic-Barriers-.html

American Association of Colleges of Nursing website: http://www.aacn.nche.edu/education-resources/toolkit.pdf

Cultural Respect website: https://www.nih.gov/institutes-nih/nih-office-director/office-communications-public-liaison/clear-communication/cultural-respect

Health Disparities Data: https://www.healthypeople.gov/2020/data-search/health-disparities-data

World Health Organization. (2016).The role of WHO in public health. Retrieved from http://www.who.int/about/role/en/

Ortega, P. (2016). *Spanish and the medical interview* (2nd ed.). Philadelphia, PA: Elsevier. ISBN-13: 978-0-323-371148   ISBN-10: 0323371140

Self-assessment Video: https://www.youtube.com/watch?v=Y6d3e-gcOzo&feature=youtu.be

Other materials: *N/A*

Important Academic Dates

UTPB Academic Calendar

Classes Begin	10/19/2020
Last day to add a class	10/21/2020
Last day to drop without creating an academic record	10/26/2020
Last day to drop or withdraw	11/20/2020
Last regular class day and final exams	12/11/2020
Semester Ends	12/11/2020

Course Overview

(Description of each of the following activities and expectations; how many activities TX Admin Code Section 4.227)

Readings: Readings related to course and module objectives are indicated in each module, and come from textbooks, PowerPoints Presentations, and published articles/website links as indicated.

Exams/Quizzes: The student must achieve a cumulative grade of 75% or greater on the course to pass the course. There will be one Final Comprehensive Exam worth 30% of the total grade.

Assignments: Reflection Paper =10 points

Each student is asked to reflect first on their own culture by examining cultural values beliefs, attitudes, assumptions, and views of health and illness, and then students are to reflect on another culture by examining any false beliefs or assumptions that they had toward this culture. Students are required to compare and contrast their feelings, attitudes, values, beliefs, and

assumptions that they held about their own culture and other cultures before starting this course with end of the course.

*Rubric for Reflection Paper

CRITERIA	FAILS TO MEET EXPECTATIONS 0	NEEDS IMPROVEMENT 5	MEETS EXPECTATIONS 8	EXCEEDS EXPECTATIONS 10	YOUR SCORE
ORGANIZATION					
Clearly organized introduction, body, conclusion	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; Disorganized and the reader can not follow the paper at any length	Disorganized, leaves reader wondering what is being said; abrupt ending	Paper has intro, body, and conclusion but may take a re-reading to understand	Easy to read, topic introduced, organization clearly evident with proper introduction, body, conclusion	
Does this paper address the prompt or the topic?	The topic of the paper is not addressed at all; Fails to stick to the topic therefore fails to meet this criteria	Student does not clearly identify his/her reflections about the topic; may veer from topic	The entire paper's content relates to the prompt or topic; the student explains his/her reflections about the topic but may take a re-reading to understand	The student's reflection about the topic is explained in clear language; immediately interesting and supported with detail	
Paragraph Organization and Writing Style: Ideas are clearly connected and make sense	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria	Paragraphs are disorganized; ideas are included which do not relate to the main idea; ideas are not connected and have little or no supporting details; one sentence paragraphs	Each paragraph has a central idea that is supported with details; ideas are connected and important points make sense	Each paragraph has a central idea; ideas are connected and paragraphs are developed with details; paper is easy to read and "flows" naturally in an organized pattern	
Does this paper show evidence of deep thought about the topic?	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria	Paper is shallow and does not present detailed evaluation of reflection about the topic; little use of nursing literature to support thought	The paper shows that the student has thought about the topic although the written presentation may appear weak or lack clarity; use of nursing literature to support thought	Paper provides evidence (through the use of description, details, and use of nursing literature) that the student has examined his/her own belief systems and related this to their current views about the topic; use of nursing literature to support thought	
GRAMMAR					

Basic writing expectations: mechanics, spelling, grammar, or punctuation errors	More than 8 grammatical , punctuation, or BWE errors	4-7 grammatical , punctuation , or BWE errors	Between 1-4 grammatical, punctuation, or BWE errors, but they are minor and do not detract from the paper	No errors whatsoever!	
Use of transitions to connect sentences and ideas	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria	Choppy; sentences do not connect or transition well; ideas do not connect	Paper expresses the ideas of the author; sentences relate to one another; may take a re-reading to understand	Paper is easy to read and makes sense the first time it is read. It is interesting and well written; sentences connect and flow.	
Correct choice of verb tenses, words, avoidance of wordy phrases, correct use of pronouns	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria	Improper use of language or slang; wrong word choice; appears "padded"	Occasional wrong word choice; somewhat wordy but not enough to detract from the summary; May occasionally use the wrong tense.	No wrong word choice or slang; uses correct verb tense and pronouns. Well written and use of words convey meaning	
FORMATTING					
Follows APA professional writing style of using 12 point Times New Roman font, 1inch margins all around, correct APA headings	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; 3 or more errors	Meets this criteria with 2 errors	Meets this criteria with 1 error	Exceeds this by completely meeting all of these requirements with NO exception!	
Correct format of title page including running head, page numbers, correct page justification	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; 3 or more errors	Meets this criteria with 2 errors	Meets this criteria with 1 error	Perfect title page, running head, page numbers, and page justification!	
Correct use of citations within paper according to APA; Correct APA reference page	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; 3 or more errors	Meets this criteria with 2 errors	Meets this criteria with 1 error	Perfect use of citations within paper per APA format; Correct reference page!	

Research Projects: Individual Paper = 20 points

Title: Developing Cultural Congruency & Sensitivity for (*name your cultural group in the title*)

Students will complete a scholarly paper on Transcultural Nursing. The instructor will assign the specified cultural group to each student or student can choose the cultural group. However, it has to be different than own cultural and a prior approval is needed from the instructor before proceeding. Each student will:

1. Perform a literature search on the issue, to include selecting a minimum of 3-4 appropriate resources from the following list
   a. Research articles. It has to be from peer-reviewed journals
   b. Books or any source of literature. However, make sure your resources are current and not older than 10 years.
2. Write a 6-8 pages scholarly paper not including title page, references and appendices.
3. You need to follow the rubric to ensure completion of this assignment.

*Rubric for Individual Paper

Criteria	Definition	Possible points
Introduction	Introduce your topic and the thesis that will be discussed. Provide current demographics, statistics, historical evolvement, and any relevant information that are pertinent to your cultural group. Cite at least one reference in your introduction.	5
Background	Provide one theoretical framework *(other than Giger & Davidhizar's)* that you would use with this cultural group. Briefly discuss the evolvement of the theoretical framework. Provide definitions of key term/constructs that make up the framework (model). Discuss assumptions for this model and how this model has been previously used in nursing to deliver culturally congruent nursing care.	15
Literature Review	Discuss 3-4 sources form the literature. Address the purposes, methods, and findings as it relates to your cultural group. Summarize each article/resource, and then provide analysis and synthesis from the literature review.	10
Discussion and Application	Discuss the constructs of Giger & Davidhizar's theoretical framework. Explain how you would apply these constructs of this model (Communication; Space; Social organization; Time; Environmental Control; Biological variations) in rendering culturally competent nursing care to your cultural group. What are some practices and health-seeking behaviors used by this cultural group? Discuss social determinants of health, health and health care disparities, health inequalities and or any vulnerability specific to your cultural group. How did all of these factors affect their health? Provide some statics on any vulnerability. Examine your own cultural assumptions, prejudices and biases that you might have about this cultural group.	20

Nursing Implications	Discuss the implications in nursing education, practice, research, and health/public policy.	15
Summary	Briefly summarize your issue, reiterate your significance and findings. What did you learn from this exercise? Provide some reflections or insights about this cultural group. Examine again your own cultural prejudices and biases that you had previously about this cultural group. Did your assumptions, prejudices, and biases change after doing this exercise? Explain why and why not.	10
References	The correct numbers of references are cited. References are up to date. References directly address health issue. At least one reference is a research study. All references are at professional level. All citations in text have an associated reference.	10
Language	The language used in the paper is grammatically correct throughout. Punctuation is correct throughout. Professional-level language is used. Spelling is correct throughout.	5
APA format throughout	Spacing, punctuation, citations in text, references, margins, capitalization, and headings are all in APA format throughout the paper. Title page, references and appendices do not count toward 6-8-page limit. Double space text.	10
TOTAL POINTS		100

Discussion Topics: There are 6 weekly discussions = 20 points

Final Exam = Comprehensive exam =30 points

Presentations: Group PPT = 20 points

Students will be assigned to a group by the instructor'

Each group will complete and present a professional PowerPoint presentation for two pre-selected cultural groups.

1. The students will provide an overview of each cultural demographics such as census, historical evolvement, and elements deemed unique for that specific cultural group.
2. The student will compare and contrast both cultures concerning health seeking-behaviors, physical and biological variances that might exist within each group, health and health care disparities, health inequalities in accessing health, and social determinants of health (SDOH).
3. Discuss how to apply components of Giger & Davidhizar's Framework (Communication; Space; Social organization; time; Environmental control; Biological variations) to provide culturally competent nursing care.
4. Provide Nursing implications in nursing education, practice, research, and health/public policy for each cultural group. APA format will be used.

*PowerPoint Presentation Rubric

		Total Points	

Category	Scoring Criteria		Score
Organization **(15 points)**	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content **(45 points)**	Follows the Individual Scholarly Paper rubric for content outline. Additionally, the introduction is provocative, lays out the problem well, and establishes a framework for the rest of the presentation. Defines background and importance of research and able to identify relevant questions. Presenter has a scientifically valid argument. Offers evidence of proof/disproof.	8	
	Technical terms are explained in language appropriate for the target audience.	2	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance and adherence to rubric.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation **(40 points)**	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	

Score	Total Points	100	

Grading:

Course Activity	Points	Percentage of Total Grade
Research Paper	20	20
Reflection Paper	10	10
Final Exam	30	30
Presentation (Group)	20	
Discussion participation	20	20
Topic # 1	2	2
Topic # 2	4	4
Topic # 3	4	4
Topic # 4	4	4
Topic # 5	4	4
Topic # 6	2	2
Total	**100**	**100**

Grading Scale:

Grade Range	Letter Grade
90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 60	F

*Unless otherwise stated, all materials, activities, and assessments are required and are not optional. Only final grades will be rounded using the common rounding rule. A grade with 0.5 or above will be rounded up and a grade with a 0.4 or below will be rounded down. For example, if a student receives a final grade of 79.5, he or she will receive an 80 for the final grade. If a student receives a grade of 79.4, he or she will receive a 79 for the final grade.

Communication, Grading & Feedback:

Communication is expected to be professional in all encounters. Foul or abusive language in the classroom, clinical setting, or university will not be tolerated. Conflicts are to be resolved in a manner that respects the dignity of every person involved.

Email is an important communication tool used by the College of Nursing. Official communication must take place through UTPB email. The College of Nursing communicates with students using UTPB student email or messaging in Canvas Learning Management System. Faculty members may not respond to emails from other servers such as hotmail.com, gmail.com, yahoo.com or other email servers.

Faculty in the College of Nursing will respond to emails within 24 hours on weekdays and 48 hours on weekends or holidays. Students should check UTPB email daily and respond to emails sent by faculty within 24 hours on weekdays and 48 hours on weekends or holidays.

Faculty members have office hours where they will be available for consultation. Days/Times will be made available to you. Students are encouraged to contact their instructor if they wish to discuss their progress, a problem or need assistance related to their role as a student.

Time Management:

A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. If a class is a 3-semester credit hour class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an "A" in a class. It is important to develop a Time Management Plan to be successful.)

Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues.
Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.

- Follow **Rules of Behavior (below).**

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

Describe make-up and late policy. (Example: All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately.)

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the University's Handbook:Scholastic Dishonesty.

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: Drops and Withdrawals and Appeal Process.

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762
Voice Telephone: 432-552-4696
Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

Computer Skills, Technical & Software Requirements

Describe any special prerequisite skills (word processing, spreadsheet, presentation software, YouTube account, etc. Example: This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond that of most other courses.) Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to UTPB Office 365 Page.

Computer Technical Requirements

See Technical Requirements.

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second

method of student authentication by:***__synchronous or asynchronous video activities using an approved photo ID****__

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID* through a web cam and video recorded proctoring during assessment (Respondus Monitor, Examity)
- Field or clinical experiences using an approved photo ID*.
- Synchronous or asynchronous video activities using an approved photo ID*.
- Other technologies or procedures [ONLINE FACULTY MUST SPECIFY]

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications.

Using LockDown Browser & Respondus Monitor for Online Exams

This course requires the use of LockDown Browser and Monitor for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and Monitor.

Download and install [LockDown Browser](#).

To take an online test, open LockDown Browser which opens Canvas and navigate to the exam. (You cannot access the exam with a standard web browser.)
When taking an online exam, follow these guidelines:

- Setup web cam for exams using Monitor.
- Ensure you're in a location where you won't be interrupted.
- Turn off all mobile devices, phones, etc.
- Clear your desk of all external materials — books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	[Testing Services & Academic Accommodations Department](#) (432) 552-4696
Advising	(432) 552-2661

SERVICE	CONTACT
	[UTPB Academic Advising Center](#)
Bookstore	[UTPB Campus Bookstore](#) (432) 552-0220
Email, Office 365, my.utpb.edu	[Information Technology](#)
Financial Aid and Scholarship	[UTPB Financial Aid](#) (432) 552-2620
Library	The [J. Conrad Dunagan Library](#) Online at (432) 552-2370
Registrar	[UTPB Registrar](#) (432) 552-2635
Student Services	[Student Services](#) (432) 552-2600
Technical Support	[Canvas](#) 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: [Smarthinking Online Tutoring](#) (provides tutoring services), [SmarterMeasure](#) (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule

Week	Date	Module	Topic & Class Contents	Readings	Assignments
1	10/19/20	1	Introduction to transcultural nursing Historical development of transcultural nursing & Theoretical frameworks for developing cultural competence in nursing	Ch.1 *"Culturally and Linguistically Appropriate Standards(CLAS)"* *"Hospitals' Language and Culture: A Snapshot of the Nation"*	Discussion # 1
2	10/26/20	2	Giger & Davidhizar's framework for cultural assessment and intervention techniques: **Communication** **Space**	Ch.2 Ch.3 *Culturally and Linguistically Appropriate Standards(CLAS)"* *"Hospitals' Language and Culture: A Snapshot of the Nation"*	Discussion # 2
3	11/02/20	3	**Social Organization** **Time**	Ch.4 Ch.5	Discussion # 3
4	11/09/20	4	**Environmental Control**	Ch.6	Discussion # 4
5	11/16/20	5	**Biological Variations**	Ch.7 Instructor's PPT	Discussion # 5 *Individual Paper

6	11/23/20	6	Social justice, health and health care disparities, health inequalities, & social determinants of health (SDOH) affecting racial/ethnic minorities & vulnerable population	Instructor's PPT Unequal treatment: Confronting racial and ethnic disparities in health care. SDOH. Health People 2020	Discussion # 6 *Group PPT
7	11/30/20	6	Continue with Module 6 Ethical and legal issues of cultural competence in health care. Transcultural nursing implications for nursing education, practice, research, and health & public policy (cont'd)	Instructor's PPT	*Reflection Paper
8	12/07/20		******Final Exam*****		