

Xavier University

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Nursing Syllabi Spring 2020

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2020

### 132-01-06 Health and Culture

Candace Fischer  
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Xavier University  
College of Nursing  
NURS 132-01-06  
Spring 2020

COURSE NUMBER: NURS 132-01/06  
COURSE TITLE: Health and Culture  
CREDIT HOURS: 3 SEMESTER HOURS (45 contact hours)

PRE-REQUISITES: None  
CO-REQUISITES: None

FACULTY: Candace Fischer, MSN, RN  
OFFICE: Cohen Room 112

OFFICE HOURS: Monday/Wednesday 10:15 – 11 a.m., 12:15 – 1 p.m.  
Other hours by appointment  
Phone: 745-3857  
E-MAIL: [fischer3@xavier.edu](mailto:fischer3@xavier.edu)  
(Preferred method of contact) I will answer emails during business hours.

COURSE TIMES: Monday/Wednesday 9 a.m. – 10:15 a.m. (NURS 132-06)  
Monday/Wednesday 1 p.m. – 2:15 p.m. (NURS 130-01)

LOCATION: Both sections meet in Cohen 112

**Course Description:** Focuses on culture, cultural diversity, and holistic culturally sensitive care as it relates to the universal properties of transition and health. Culture as it impacts health and magico-religious traditions are explored related to health-wellness-disease-illness and the psycho-physiology of body, mind and spirit. The student will begin to develop self-awareness and sensitivity toward others. Issues related to diversity will be discussed. Approved substitute for UNST 100. Approved for the Diversity flag.

Course objectives	BSN Essentials
1. Explore foundational constructs of culture (communication, space, time, social organization, environmental control, and biological variations) as a means to introduce culturally sensitive holistic delivery of nursing care.	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety <b>Essential III:</b> Scholarship for evidence based practice <b>Essential IV:</b> Information management and application of patient care technology

	<p><b>Essential VI:</b> Interprofessional communication and collaboration for improving patient health outcomes</p> <p><b>Essential VIII:</b> Professionalism and professional values</p> <p><b>Essential IX:</b> Baccalaureate generalist nursing practice</p>
2. Discuss social justice as a philosophical pillar of ethical inter professional practice.	<p><b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p><b>Essential V:</b> Health care policy, finance, and regulatory environments</p> <p><b>Essential VIII:</b> Professionalism and professional values</p>
3. Develop an awareness of cultural and spiritual practices as they relate to health transitions.	<p><b>Essential III:</b> Scholarship for evidence based practice</p> <p><b>Essential VIII:</b> Professionalism and professional values</p> <p><b>Essential IX:</b> Baccalaureate generalist nursing practice</p>
4. Discuss cultural barriers leading to disparities in the health, and health care delivery to clients-individuals, aggregates, and populations.	<p><b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p><b>Essential III:</b> Scholarship for evidence based practice</p> <p><b>Essential V:</b> Health care policy, finance, and regulatory environments</p> <p><b>Essential VI:</b> Interprofessional communication and collaboration for improving patient health outcomes</p> <p><b>Essential VII:</b> Clinical prevention and population health</p> <p><b>Essential VIII:</b> Professionalism and professional values</p> <p><b>Essential IX:</b> Baccalaureate generalist nursing practice</p>
5. Develop an awareness of own and others ethnic and cultural background	<p><b>Essential VIII:</b> Professionalism and professional values</p>
6. Reflect how the student’s ethnic and cultural background affects perceptions of and interactions with clients and members of the inter professional health care team.	<p><b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p><b>Essential VI:</b> Interprofessional communication and collaboration for improving patient health outcomes</p> <p><b>Essential VIII:</b> Professionalism and professional values</p> <p><b>Essential IX:</b> Baccalaureate generalist nursing practice</p>

7. Recognize that cultural competency is an ongoing professional commitment to the culturally unique client.	<p><b>Essential VI:</b> Interprofessional communication and collaboration for improving patient health outcomes</p> <p><b>Essential VIII:</b> Professionalism and professional values</p> <p><b>Essential IX:</b> Baccalaureate generalist nursing practice</p>
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**Core flag diversity:** (<http://www.xavier.edu/core/facstaff/fs-diversity-curriculum.cfm>)

“This course is part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. It addresses the following core learning objectives at the introductory level:

4a: Students describe and examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s worldview.”

In addition to Xavier core learning objectives, this course includes these other key learning objectives:

"Students demonstrate an understanding of and provide examples of how complex social locations shape the life chances of diverse groups of people across the globe."

**Textbook Required:**

Giger, J. (2017) *Transcultural Nursing: Assessment and Intervention* (7th edition) St. Louis, MO: Mosby.

Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus and Giroux.

APA Manual 6<sup>th</sup> Edition

**Other Readings:** Selected Web sites; book chapters/journal articles as assigned. APA Manual-6<sup>th</sup> edition

**Other requirements:** Respondus Monitor

Please refer to these Online Xavier policies for further clarification:

<http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf>

<http://www.xavier.edu/nursing/current-students.cfm>

**Teaching and learning strategies:**

Class Participation

Lecture/discussion (including discussion board)

Practice Scenarios

Exams/Scholarly Papers

Guest Presenters  
 Videos/Films  
 ATI Critical Thinking Assessment  
 Quizzes  
 Quizzes  
 Reflection journals  
 Student Presentations  
**Video Conferencing**

**ASSIGNMENTS:**

There are a variety of assignments throughout the course. You will be provided with rubrics for selected assignments. Detailed information regarding the assignments can be found on Canvas. All assignments must be submitted by the date and time indicated on the syllabus and/or calendar.

**LATE ASSIGNMENTS:**

**There will be a 10-point reduction per day the assignment is late with a maximum of 20 points after that the assignment will earn zero points.**

The student must contact the faculty member prior to the date the assignment is due in order to be granted an exception for extenuating circumstances. Arrangements can then be made for late submittal without reduction of points.

There are multiple sections of this course. While the course objectives are the same course timing will not be. Should you have questions about assignments please contact me directly.

**GRADING CRITERIA:**

<b>Class Participation/Attendance</b>	<b>7%</b>
Cultural Encounter Presentation	2%
Disparity Topic Paper	12 %
Presentation of a Selected Co-Culture/Peer Review	20% (15%/5%)
Journals (2 @ 2%)	4%
<b>ATI Critical Thinking Assessment</b>	<b>0%</b>
Tests (2 @ 15% each)	30%
Final Exam	25%
Total	100%

\*Please see rubrics in Canvas for a full explanation of each assignment.

\*Please see schedule at the end of this syllabus for due dates for assignments

**ASSIGNMENTS AND GRADING CRITERIA:**

**Written Assignments:**

Out of classroom assignments must be typed, double spaced and appropriately referenced.

**All written assignments must follow the APA 6th edition format unless otherwise indicated.**

**ASSIGNMENT DETAILS:****Xavier University Nursing Resources**

An important part of your nursing education at Xavier will be using the different learning materials in the ATI Nursing Education platform to deepen your understanding of our core curriculum. You pay for these ATI resources as part of your nursing fees, so we want to encourage every student to maximize their investment by using them as a regular part of your preparation for class, the skills lab, and clinical experiences.

You will have access to tutorials, e-books, assessments, simulations, and more – even an online test prep service that will help you prepare for your licensing exam (NCLEX<sup>®</sup>). In the NURS 132 course in Canvas, you will find a complete list of all the learning tools that are available to you. Your professors will have more information on the right time to use them – but use them! They will help you.

ATI has online videos that easily explain how their tools work. You can find these on the Help tab after you login to the system (more information on how to login will follow). Please watch the Getting Started With ATI videos.

Everyone at Xavier is committed to your success, and we're glad you're here. You're on your way to joining a proud and honorable profession!

**STUDENT PRESENTATION: Group work**

Each student will sign up from the list of topics provided. There will be 3-4 students per topic, who will work together to develop a presentation, as well as guide class discussion on the topic. A rubric for this assignment will be provided (see calendar for due dates).

**SECTION TESTS:**

There will be 2 section tests. The content of those tests will be the topics covered in class up to that date. A comprehensive final exam will be administered during final exam week. The content will include all the materials discussed in class, assigned readings, presentations, guest speakers, including the peer presentations.

**JOURNALS:**

There will be 2 opportunities for the student to provide a journal reflection. Guidelines will be provided for each journal assignment (see calendar for due dates).

**Grading Scale:** Students must obtain a minimum of a C or greater for a passing grade in nursing courses; a C- is **not** a passing grade in nursing courses.

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
75-76	C
70-74	C-
67-69	D+
64-66	D
Below 64	F

\*\*Grades will be rounded up to the nearest whole number. (Example 92.5 will be rounded up to 93, 92.4 will be rounded to 92.

**ATTENDANCE & CLASS PARTICIPATION:**

Each student’s participation is an important part of the learning process and the success of this course. Each of you has an important point of view and everyone learns from each other! Students should enter into all discussions since every view is important to the learning of the group as a whole. Collaborative educational activities are designed to promote an environment that supports a community of learning. Class attendance, and of course, careful reading of assignments (preparedness) and participation are essential for your own comprehension of the material.

Grading Rubric (attendance and participation):

	<b>4-5 points</b>	<b>2-3 points</b>	<b>0-1 point</b>
Attendance	Less than 2 recorded absences from class and related experiences	2 to 3 recorded absences from class and related experiences	Greater than 3 recorded absences from class and related experiences
Participation	Full participation and engagement in class and assignments  Student consistently reports on time and is prepared for class	Few episodes of poor participation and engagement  Student is sometimes tardy and/or not well prepared for the class	Multiple episodes of poor participation and engagement  Student is frequently tardy and/or not well prepared for class

Students are expected to attend all classes. If an absence is unavoidable due to extenuating circumstances, the student is responsible to notify the faculty **PRIOR** to the missed class. If a student is absent because of official Xavier activities, the student shall present the schedule to the faculty at the **beginning of the semester.**

## REMOTE LEARNING PROCTOCOL AND EXPECTATIONS

The sudden and unexpected transition to online learning necessitates changes in the course delivery and evaluation techniques as well as expectations that must be met in order to ensure a smooth transition and completion of to the course. We will use multiple teaching and learning strategies to facilitate the transition to remote learning. This course will involve both independent and group activities as well as live class time. You should continue to keep your regularly scheduled class time available for live meetings. You are expected to review canvas routinely and follow the updated calendar at the end of this document. The calendar provides a general topical overview and due dates, but additional learning activities and resources will be found online in canvas. Please refer to canvas regularly for readings, lecture recordings, activities, assignments and other important information. Participation in live sessions, and engagement in online activities is essential and you should check your email and the course canvas page frequently. In addition, as this is a new and unprecedented situation, unexpected issues and changes could arise, so clear and frequent communication is essential. I will communicate any changes to you in a timely manner, and ask that you communicate any questions and concerns to me in a timely manner. I will be available by email, but we can also arrange a phone or Zoom meeting, if needed. If anything arises that may compromise your ability to participate in the course you should let me know as soon as possible.

### **CLASSROOM PROTOCOL:**

It is important that everyone have the opportunity to share their thoughts and points of view in a positive and respectful environment. For everyone to benefit, it is necessary to be present with minimal distractions. Therefore, **cell phones are to be turned off** during class and respectful attention should be shown to the presenter, be it faculty, guest speaker or peer. Working on other class assignments, surfing the internet, or sleeping in class is behavior not considered professional and will be addressed. Please read your School of Nursing Handbook to review professional classroom behavior.

### **Plagiarism:**

This is considered a serious violation by both Xavier University and the School of Nursing. If plagiarism shall happen in this class, the student will receive a zero without the opportunity to resubmit the assignment that was plagiarized. Please refer to the Xavier University Student Handbook and The School of Nursing Handbook for more information.

### **Academic Honesty Policy:**

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully



submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

In addition to The Academic Honesty Policy of Xavier University, the American Nurses' Association's Code of Ethics includes provisions which hold nurses accountable for demonstrating integrity, knowledge development and competency to promote personal and professional growth. Students are expected to work toward meeting these standards throughout their coursework.

### **Cancellation of class:**

In the event that class is cancelled for any reason, alternative assignments will be posted and submitted via Canvas. The alternative assignments will be due by the beginning of the next scheduled class time unless otherwise noted.

### **OUT OF CLASSROOM ASSISTANCE:**

There may be times when you may find it necessary to seek additional support or direction. There are resources available, including the Library, Writing Lab, Tutoring Services and Psychological/Health Clinic. If you need assistance in contacting any support services, feel free to contact me either in my office or by email.

Here is a website for the writing center that may be helpful:

<http://writingcenter.unc.edu/handouts/>

### **Office of Academic Support**

The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or [danielss3@xavier.edu](mailto:danielss3@xavier.edu). The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

### **ACCOMODATION LETTERS:**

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room

514, or via e-mail at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) as soon as possible as accommodations are not retroactive.

### **Office of Disability Services**

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodation letter from Disability Services, it is essential that you email the letter and meet with Cassandra Jones as soon as possible to discuss your disability-related accommodation needs for this course. If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu). to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

### **SOCIAL MEDIA:**

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, Myspace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook for more information and to view the Social Media Policy at: <http://www.xavier.edu/nursing/current-students.cfm>

### **CAVEAT:**

The schedule and procedure in this course are subject to change in the event of extenuating circumstances or student needs.

### **BIO**


#### **Candace L. Fischer, MSN, RN**


I have been an RN for over 30 years. My experience is in Special Care Nursery (Level 2), Mother Baby, and as an independent contractor working with and teaching couples about the laboring process. I graduated from The Christ Hospital School of Nursing and obtained my MSN from Xavier University. My passion is teaching nursing principles/concepts whether it be to the community or academic environment. I am honored to be a part of the journey of students as they become caring and competent nurses.

**Xavier University  
College of Nursing  
NURS 132-01-06**

**Spring 2020 REVISED 3/23/2020**

**Course Calendar:**

DATE	TOPIC	Assignments/Learning Activities (DUE before assigned class)
January 13 <sup>th</sup>	Introductions/course syllabus Defining Health, Culture, and Diversity	
January 15 <sup>th</sup>	Transcultural assessment model/ Madeleine Leininger/David Hizaar	Read chapter 1 in Giger Read Chapter 15 on Madeleine Leininger on Canvas
January 20 <sup>th</sup>	Martin Luther King Day	No Class 
January 22 <sup>nd</sup>	Time	Read chapter 5 in Giger
January 27 <sup>th</sup>	Space	Read Chapter 3 in Giger
January 29 <sup>th</sup>	Environmental concerns	Read Chapter 6 in Giger
February 3 <sup>rd</sup>	Communication	Read Chapter 2 in Giger Review ATI – Communication (Factors that Affect Communication with Individuals and Groups) ****Start Reading: The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures (FSG Classics)****
February 5 <sup>th</sup>	Communication Exercise	<b>Journal #1 due (Heritage Assessment)</b>
February 10 <sup>th</sup>	Student presentations: Cultural Encounters	Cultural Encounter Paper due tonight by 11:59 p.m.

February 12 <sup>th</sup>	Student presentations: Cultural Encounters	Student presentations Student presentations
February 17 <sup>th</sup>	Test 1	
February 19 <sup>th</sup>	Mrs. Gomez <b>Dress Professionally</b>	Read pg 62-63 (Role of Gender and Cultural Significance) Bring an article on the above topic
February 24 <sup>th</sup>	Social organization---family	Read chapter 4 in Giger
February 26 <sup>th</sup>	Social organization and impact of religious beliefs on health care	
March 2 <sup>nd</sup>	Disparities in Health Care	<b>Discussion Board due by 11:59 p.m. for the book assignment</b>
March 4 <sup>th</sup>	Disparities in Health Care: homeless population	WHO
March 9 - 13	Spring Break	NO CLASSES 
March 16 <sup>th</sup>	<b>Discussion Board on article in Discussions</b>	<b>Discussion Board</b>
March 18 <sup>th</sup>	Biological variations	Read Chapter 7 in Giger
March 23 <sup>rd</sup> <b>Week 11</b>	Biological variations Read Chapter 7 View Power Point slide 1-8 (Part 1) and answer questions on slides 4, 5, 6, 7, and 8 and upload into Canvas	Answers to questions on slides 4, 5,6,7, and 8 are to be posted in the Discussion Board by 3/23/20 by 11:59 p.m.
March 25 <sup>th</sup> <b>Week 11</b>	Biological variations Review Chapter 7(Part 2) Answers to questions on slides 9, 10, 13, 14, and 15 are to be uploaded to Canvas by 3/25/20 by 11:59 p.m.	Answers to questions on slides 9, 10, 13,14, and 15 are to be posted in the Discussion Board by 3/25/20 by 11:59 p.m.

		<b>Disparity Paper on the book due by 3/31/20 @ 11:59p.m.</b>
March 30 <sup>th</sup> Week 12	<b>Out of class assignment to work on your Book Reflection and Disparity paper.</b>	<b>Journal # 2 Due</b>
April 1 <sup>st</sup> Week 12	Gender/Diversity Assignment is posted in Canvas in Week 12	
April 6 <sup>th</sup> Week 13	<b>May Lee Moua Vue Her Personal Story Posted in Canvas Week 13</b>	<b>Mandatory attendance at 3 p.m. (EST) to connect to Zoom</b>
April 8 <sup>th</sup> Week 13	<b>Discussion on COVID 19 Discussion Board</b> You will reflect on the questions there.	
April 9 – 13 Week 14	<b>Easter Break</b>	
April 15 <sup>th</sup> Week 14	<b>Exam 2</b> <b>You will take this online following the academic honesty policy in the handbook.</b> <b>Respondus &amp; Webcam must be used.</b>	<b>Co-cultural poster presentations emailed to me by Wednesday, April 20 at 11:59 p.m.</b>
April 20 <sup>th</sup> Week 15	Population Health – See Canvas (Home/Module) Week 15	Population health assignment is in the Discussion Board. It is due by 11:59 p.m. tonight (4/20/20)
April 22 <sup>nd</sup> Week 15	Healthy People 2020 Complete the worksheet and upload under Assignments	<b>Due 4/22/20 by 11:59 p.m.</b>
April 27 <sup>th</sup> Week 16	<b>Discussion Board on Co-Cultural Presentation – Due 4/22/20 by 11:59 p.m.</b>	<b>Due 4/27/20 by 11:59 p.m.</b>
April 29 <sup>th</sup> Week 16	Health Policy Discussion Board	<b>Due 4/29/20 by 11:59 p.m.</b>
May 4 <sup>th</sup> Week 17	<b>Wrap Up Discussion</b>	<b>Due by 11:59 p.m.</b>

May 6 <sup>th</sup> Week 17	<b>Review Day</b>	<b>Optional Zoom meeting at regular meeting times(EST) notice will come through Announcements</b>
Week of May 11 <sup>th</sup> – 15 <sup>th</sup>	<b>Final Exam Time to be determined</b>	