

**The University of Texas at El Paso  
School of Nursing  
Course Syllabus  
Nursing 3319 CRN 23442  
Cultural Perspectives on Health Care  
Spring 2013**

**COURSE NUMBER AND TITLE**

**Nursing 3319: Cultural Perspectives on Health Care  
Online (Blackboard)**

**COURSE DESCRIPTION/COURSE OVERVIEW:** This course is designed to introduce students to cross-cultural issues in health and to the fundamentals of cultural competence. The course builds upon concepts and issues related to culture and health, focusing on values and attitudes about caring, health, illness, and treatment as related to diverse cultural groups.

**COURSE PRE-REQUISITES** None.

**CREDIT ALLOCATION** 3 credit hours

**FACULTY INFORMATION**

- Dr. Kathleen O'Connor      Office location: HSN 316
- Phone extension 7285      Email: kaoconnor2@utep.edu
- Office Hours Wednesdays 10 - 12 and by appointment

**Spring 2014 Academic Calendar:** <http://academics.utep.edu/Default.aspx?tabid=69121>

**COURSE OBJECTIVES**

- To introduce students to the fundamentals of cultural competence.
- To raise student awareness of how members of other cultures perceive, interpret and enact health and healing
- To prepare students to interview clients from cultures other than their own
- To encourage students toward ongoing self-examination with regard to healing members of other cultures
- To introduce students to anthropological framing, on which transcultural nursing is based

**Upon completion of this course, the learner should be able to:**

1. Identify beliefs, values, and traditional health care practices of various ethnic groups.
2. Relate culture and ethnicity to the utilization of health care services.
3. Explain the acculturation process in relation to health care practices.
4. Discuss biologic human variations and their implications for client care.
5. Apply cultural concepts and research findings to assessment, planning, and evaluating of health care.
6. Discuss international health care issues

**COURSE ACTIVITIES:**

- 1) Online postings of reading responses; replies to classmates; and other assignments
- 2) Chapter quizzes: asynchronous
- 3) A taped ethnographic interview to be posted on Blackboard and evaluated by the class
- 4) A short essay on “The Age of AIDS” PBS Frontline video (5 – 7 pp)
- 5) Midterm and final examinations: distributed and returned electronically

**COURSE MATERIALS:**

- **TEXTBOOK:**
- *Transcultural Concepts in Nursing Care* (Andrews and Boyle, 6<sup>th</sup> edition 2012)
- ISBN 978-1-60831-075-3
  
- **FILMS ARE ON RESERVE IN THE MEDIA AREA IN BASEMENT OF LIBRARY. IF YOU ARE A DISTANCE LEARNER, PLEASE CONTACT THE INSTRUCTOR FOR SUBSTITUTE FILMS AS NECESSARY (TRY TO VIEW THE LISTED FILMS)**
  
- **LINKS TO YOUTUBE CLIPS AND PBS DOCUMENTARY ARE PROVIDED IN COURSE SCHEDULE.**

**GRADING POLICY AND STRUCTURE**

All course requirements must be met in order to pass the course.

- Achieving less than 75% in the course results in course failure.
- Grades are not rounded up. Final fractional points will be dropped.

**Grading Distribution**

<b>Final exam</b>	<b>20%</b>
<b>Midterm</b>	<b>20%</b>
<b>Reading Responses</b>	<b>15%</b>
<b>Replies to Classmates</b>	<b>15%</b>
<b>Quizzes</b>	<b>10%</b>
<b>Essay</b>	<b>10%</b>
<b>Interviews</b>	<b>10%</b>

<b>Grading scale:</b>	<b>90-100 = A</b>
	<b>80– 89 = B</b>
	<b>75– 79 = C</b>
	<b>65– 74 = D</b>
	<b>&lt; 65 = F</b>

**COURSE POLICIES**

Academic Honesty: Students will complete an academic honesty tutorial and submit their certificate of completion by the end of the second week of class.

**Your tutorial:**

**VAIL: Virtual Academic Integrity Laboratory**  
<http://www-apps.umuc.edu/vailtutor/index.html>

**Disable the sound if you are in the library.**

**Print or email the completion certificate for the instructor.**

Students are responsible for their own academic behavior, and for making themselves fully aware of the University's policies. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person as her/his own. And, collusion involves collaborating with another person to commit academically dishonest. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Life for disciplinary action. In addition to receiving a failing grade in this class, students may be suspended or expelled from UTEP for such actions. Further information can be gained from the UTEP Office of Student Life web page. Go to <http://www.utep.edu/dos/>, then click the "Student Conduct" tab on the top.

Rule of thumb: You may use direct quotes from other sources, but you must put the words of others in quotes and cite them, giving the reference (book, article, page number journal etc) for the quote.

- **AMERICANS WITH DISABILITIES ACT.** Nursing is a physically and mentally challenging profession. Nurses are required to think critically and quickly in order to respond to patient care needs. Providing direct patient care in the clinical rotation can also be physically demanding and may involve assisting patients in transfer, ambulation and activities of daily living. Students with disabilities may contact the UTEP Center for Accommodations and Support Services (CASS) to request reasonable accommodations under the Americans with Disabilities Act guidelines at <http://sa.utep.edu/cass/>. They can also be reached by calling (915) 747-5148, or by email at [cass@utep.edu](mailto:cass@utep.edu).
- **Retention Action Plan (RAP):** should a student not be successful on an examination or is not progressing in the course as expected, the student must complete a retention action plan with the course manager. **Please do not wait until assignments are returned or exams are upcoming: seek help and advice early and often. Our goal is your success.**
- Please let the instructor know if you encounter a life issue (illness etc) that prevents you from completing your work on time. We can work with you but we need to know what's going on.
- Students are required to **subscribe to and access the course Blackboard site**. Students are encouraged to access this site on a daily basis. **For full credit, students must access the site at least twice a week.** Discussions will be posted on this site. The course syllabus, calendar, topical outline of scheduled lectures with objectives, assigned and supplemental readings, and internet links will also be posted on this site.

- Email should be sent through Blackboard; however, please do not hesitate to email the professor via UTEP email.
- Send assignments and all communications through Blackboard as well. However, we know that there are moments when Blackboard is down or overloaded; if after three attempts, you are not able to access Blackboard, do send your communications and assignments to Dr. O'Connor through webmail at [kaconnor2@utep.edu](mailto:kaconnor2@utep.edu).
- Communication is the responsibility of both students and faculty. The faculty will keep students informed of progress. Students with questions or concerns should resolve these concerns in the following order:
  1. *First go to the appropriate faculty member.*
  2. *If not resolved, then go to the course manager.*
  3. *If still not resolved, ask for a student-faculty team meeting to discuss the issue.*
  4. *If not resolved at faculty team level, ask to meet with the Semester Coordinator.*
  5. *If still unresolved, follow the next sequencing in the chain of command: Assistant Dean for Undergraduate Education;*
    - Assistant Dean for Student Affairs;*
    - Associate Dean for Academic Affairs*
    - Dean of the School of Nursing*

## **METHODS OF EVALUATION**

- **EXAMS (40%)**: There will be two examinations: the midterm and the final exam. These will be cumulative, comprise multiple choice, true and false, short answers and essay, and represent 40% of your grade. They will be take-home, open-book exams; the emphasis is on learning and critical thinking. Collaborating with classmates is NOT permitted. Overall points will be totaled for each exam and multiplied by 0.20 to calculate your letter grade for the class.
- **READING RESPONSES AND REPLIES TO CLASSMATES. (30%)**: **For full credit, you will be expected to post a response to the reading and all other materials assigned that week every SUNDAY BY 11:59 PM.** Responses must be on the reading and not just the films and video clips (links on Course Schedule) or your personal opinion. **Original postings should be at least 200 words; replies at least 50 words. Please note that these have a set due date. Points will be take off for late work.**
  - Incorporate your thoughts on all the materials for the week into one concise post. **If you get these in every Sunday night during the semester, you will receive 5 points extra credit.**
  - **You may elect to skip one response in the semester.**
  - **You should talk about what you thought was important or interesting in the reading. Mention the supplementary materials in terms of how they relate to the reading.**
- **QUIZZES (10%)**: **Complete the chapter quizzes asynchronously but before May 8. You may skip one quiz during the semester (ONLY THE QUIZZES ARE ASYNCHRONOUS).**
  - **YOU MAY WORK AHEAD, BUT YOU WILL BE EXPECTED TO LOG IN AND READ YOUR CLASSMATES' POSTINGS AND COMMENT ON THEM EVERY WEDNESDAY BY 11:59 PM. This is NOT asynchronous.**

- **ESSAY ASSIGNMENT (10%):** View the online video “The Age of AIDS” (PBS Frontline) and write an essay of 5 – 7 pages discussing the history of the AIDS epidemic, how the virus was identified, the problems and errors in identifying risk factors, treatments that were developed, and the social problems and distress caused by this new and frightening disease at the time of its emergence. Please include your personal observations of what you learned from this video document, and anything else you found interesting. The video can be found at: <http://www.pbs.org/wgbh/pages/frontline/aids/>. For full credit, view the entire video: 240 minutes but worth it. **Due April 20.**
  
- **TAPED INTERVIEW (10%).** Students will conduct 1 taped ethnographic interview with individuals who have suffered an illness experience. The illness and the individual you interview are left up to your choice and discretion. It’s better if you interview a friend or family member so that we remain exempt with regard to IRB. 10 points for this assignment will be counted toward your final grade.
  - These should be short and open-ended interviews, with interview questions modeled on Kleinman (1980), which are posted on Blackboard in the Learning Modules.
  - Your goal is to encourage your interviewee to tell us what they understand as the “illness experience,” not just their medical diagnosis or the clinical explanation of their illness; but what their experience is like. This is called an “explanatory model.”
  - It will be important to engage in “active listening.” Be sure to **listen to what your interviewee** is saying so that you can ask for further explanation and also to listen empathetically, and acknowledge their experience.
  - **Pre-approval by the instructor of the set of questions and interview subject is required.**
  - **DO NOT INCLUDE ANY PERSONALLY IDENTIFYING INFORMATION ON YOUR RECORDINGS TO MAINTAIN CONFIDENTIALITY.**
  - The taped interviews will be posted online for your classmates to learn from and discuss.
  - The purpose of these interviews is to train you in anthropological interviewing techniques that will improve your ability to listen actively to your patients, and to listen for transcultural meaning in health issues.
  - You are also expected to listen to your classmates’ interviews and post comments to at least ONE as part of the grade.
  - **POST YOUR INTERVIEW BY MARCH 30. LISTEN TO AND POST YOUR COMMENTS ON AT LEAST ONE CLASSMATES’ INTERVIEWS BY SUNDAY April 6 for full credit.**

**EXTRA CREDIT.** There are two ways to get extra credit:

- **5 points: Post all your reading responses on time every Sunday by 11:59 PM**
- **5 points: Book report. See the posted list of suggested books in anthropology.**

**DEADLINES: Following deadlines for full credit:**

- **Weekly posts, posted by deadline**
- **Midterm, distributed March 17, due March 21.**
- **Taped Interview posted by March 30.**
- **Comments on interviews due by April 6.**
- **Report on “The Age of AIDS” due April 20.**
- **Final Exam: distributed May 7, due May 11.**

**Course Schedule.**

WEEK	READING/FILM DUE THIS WEEK	ASSIGNMENTS FOR THE WEEK: Due on the Sunday of the week
<p><b>WEEK 1</b> <b>1/21-1/26</b></p> <p><b>Getting Started</b></p>	<p><b>NO READING DUE; START READING IN THE TEXT</b></p>	<p><b>1) Get familiar with Blackboard: tutorials are available on the ISS site:</b> <a href="http://issweb.utep.edu/home/index.php?option=com_content&amp;view=article&amp;id=210&amp;Itemid=313">http://issweb.utep.edu/home/index.php?option=com_content&amp;view=article&amp;id=210&amp;Itemid=313</a></p> <p><b>2) Tutorial on netiquette;</b> <a href="http://www.albion.com/netiquette/netiquiz.html">http://www.albion.com/netiquette/netiquiz.html</a> <b><u>Post that you completed it and any comments on what you learned.</u></b></p> <p><b>3) Academic Integrity Tutorial: Virtual Academic Integrity Laboratory</b> <a href="http://www-apps.umuc.edu/vailtutor/index.html">http://www-apps.umuc.edu/vailtutor/index.html</a></p> <p><b>Send certificate of completion to instructor.</b></p> <p><b>Your score will not be graded but you are expected to do your best. This is an exercise to help you understand academic integrity. Your score will indicate how well you’ve understood this important ethical issue.</b></p> <p><b>4) Read Chapters 1 and 2.</b></p> <p><b>5) View “What is Anthropology?” (2 minutes):</b> <a href="http://www.youtube.com/watch?v=sMFsgPy1H5M">http://www.youtube.com/watch?v=sMFsgPy1H5M</a></p>
<p><b>WEEK 2</b> <b>1/27 – 2/2</b></p>	<p><b>TC Chapters 1 – 2:</b> Theoretical foundations and culturally competent nursing care. Other topics: Anthropology and ethnography.</p>	<p><b>Ch 1-2 responses due on the Sunday</b> <b>Read Ch 3-4</b> Identify someone to interview about a health issue. Look at Kleinman’s interview questions, posted on our site, to develop your set of questions</p>

	<p><b>Response thought question: Why do you think Dr. Leininger had the idea to combine anthropology with nursing?</b></p>	
<p><b>WEEK 3</b> 2/3 – 2/9</p>	<p><b>TC Chapters 3 and 4:</b> Culture and Health. Qualitative interviews: developing a set of questions. Interview techniques.</p>	<p><b>CH 3-4 responses due on the Sunday</b></p> <p><b>Read Ch 5-6:</b></p> <p><b>Required Film:</b> “The Disappearing Male” (43 minutes) <a href="http://topdocumentaryfilms.com/the-disappearing-male/">http://topdocumentaryfilms.com/the-disappearing-male/</a></p> <p><b>Recommended:</b> “The Business of Being Born”</p>
<p><b>WEEK 4</b> 2/10 – 2/16</p>	<p><b>TC Chapters 5 and 6.</b> Childbearing and nursing care of children.</p>	<p><b>Ch 5-6 responses due on the Sunday</b></p> <p><b>Read Ch 7-8</b></p> <p>Film: “Mar Adentro” (The Sea Inside)</p> <p><b>Spanish-language clip with Ramón Sampedro:</b> <a href="https://www.youtube.com/watch?v=278dGojRcPk">https://www.youtube.com/watch?v=278dGojRcPk</a></p>
<p><b>WEEK 5</b> 2/17-2/23</p>	<p><b>TC Chapters 7 and 8. Adults and older adults.</b> Arthur Kleinman is one of the founders of the field of medical anthropology. Comment on what Kleinman shares about caregiving and how his experience compares to the true story of Ramon Sampedro in the film.</p> <p><b>Do you know people who are caring for a disabled or ill loved one?</b></p>	<p><b>Ch 7-8 responses due on the Sunday</b></p> <p><b>Read Chapter 9.</b> Cultural Competency and Leadership</p> <p>Cultural Competence (2 minutes): <a href="http://www.youtube.com/watch?v=Py3vfCs-TcY">http://www.youtube.com/watch?v=Py3vfCs-TcY</a></p>
<p><b>WEEK 6</b> 2/23 – 3/2</p>	<p><b>TC Chapter 9.</b> Cultural Competency and Leadership</p>	<p><b>Ch 9 responses due on the Sunday</b></p> <p>Read Ch 10</p> <p><b>Film:</b> “Inside the Teenage Brain”</p>

		<p><a href="http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/">http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/</a></p> <p>OR</p> <p>“The Soldier’s Heart”:  <a href="http://www.pbs.org/wgbh/pages/frontline/shows/heart/view/#rest">http://www.pbs.org/wgbh/pages/frontline/shows/heart/view/#rest</a></p> <p>Recommended (on reserve):          “The Medicated Child”          “Boy Interrupted”</p>
<p><b>WEEK 7</b>  <b>3/3 – 3/9</b></p>	<p><b>TC Chapter 10. Mental Health.</b></p>	<p><b>No homework! Spring Break!</b></p>
<p><b>3/10 -3/14</b></p>	<p><b>Spring break!</b></p>	<p><b>Ch 10 responses due on the Monday after spring break (3/17)</b></p> <p><b>Read Chapter 11.</b>  <b>Culture, Family and Community</b></p> <p><b>View “Two American Families”:</b>  <a href="http://www.pbs.org/wgbh/pages/frontline/two-american-families/">http://www.pbs.org/wgbh/pages/frontline/two-american-families/</a></p>
<p><b>WEEK 8</b>  <b>3/17 – 3/23</b></p>	<p><b>TC Chapter 11.</b>  <b>Culture, Family and Community.</b></p> <p><b><u>Midterm, distributed March 17, due March 21.</u></b></p>	<p><b>Ch 11 responses due on the Sunday</b></p> <p><b>Read Chapter 12</b></p> <p><b>Cultural Diversity in the Health Care Workforce</b></p>
<p><b>WEEK 9</b>  <b>3/24 – 3/30</b></p>	<p><b>TC Chapter 12</b></p> <p><b>Cultural Diversity in the Health Care Workforce</b></p> <p><b>Think about and comment on diversity as a strength rather than a challenge.</b></p> <p><b><u>POST TAPED INTERVIEW BY MARCH 30</u></b></p>	<p><b>Ch 12 responses due on the Sunday</b>  <b>Listen to classmates’ interviews and post responses</b>  <b>Read Chapter 13.</b></p> <p>Film (20 minutes): “ABC 20/20: The Power of Prayer.” Incorporate your response to the film with your response to the reading.</p> <p><b>Grey’s Anatomy Hmong shaman:</b></p>

		<a href="http://www.youtube.com/watch?v=jT96NPUgWZ4&amp;feature=related">http://www.youtube.com/watch?v=jT96NPUgWZ4&amp;feature=related</a>
<b>WEEK 10</b> 3/31 – 4/6	<b>TC Chapter 13</b> <b>Religion</b>  <b>COMMENTS ON INTERVIEWS DUE 4/6.</b>	<b>Ch 13 responses due on the Sunday</b>  <b>Read Chapter 14.</b> Ethics and culture. The ABC's of Medical Ethics (6:46): <a href="http://www.youtube.com/watch?v=dGLcYVQeUAE">http://www.youtube.com/watch?v=dGLcYVQeUAE</a>
<b>WEEK 11</b> 4/7 – 4/13	<b>Chapter 14</b> <b>Ethics and culture</b>	<b>Ch 14 responses due on the Sunday</b>  <b>Read Chapter 15</b> <b>International Nursing</b>  <b>View Doctors Without Borders (Médecins Sans Frontières) documentary:</b> <a href="https://www.youtube.com/watch?v=KiRiBVSWb0Y">https://www.youtube.com/watch?v=KiRiBVSWb0Y</a>  <b>TB:</b> <a href="https://www.youtube.com/watch?v=uVrECMMnABY">https://www.youtube.com/watch?v=uVrECMMnABY</a>
<b>WEEK 12</b> 4/14 – 4/20	<b>TC Chapter 15.</b> <b>International Nursing</b>	<b>Ch 15 responses due on the Sunday</b>  <b>Module on Pain</b> <b>Cultural Aspects of Pain</b> <b>Chronic pain:</b> <a href="https://www.youtube.com/watch?v=J6--CMhcCfQ">https://www.youtube.com/watch?v=J6--CMhcCfQ</a>  <a href="http://www.youtube.com/watch?v=4b8oB757DKc">http://www.youtube.com/watch?v=4b8oB757DKc</a>
<b>WEEK 13</b> 4/21 – 4/27	<b>Module on Pain</b>  <b><u>ESSAY ON “THE AGE OF AIDS” DUE ON APRIL 20</u></b>	<b>Discussion posts on pain due on the Sunday</b>  “Thin”: Documentary about eating disorders: On reserve and online at:  <a href="https://www.youtube.com/watch?v=mrUvP5HFp3U&amp;noredirect=1">https://www.youtube.com/watch?v=mrUvP5HFp3U&amp;noredirect=1</a>

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<b>WEEK 14</b> <b>4/28 – 5/4</b>	<b>Body Image Module</b>  <b>How have fashion and the media shaped the way Americans think of their bodies?</b>	<b>Discussion posts on body image due on the Sunday.</b>
<b>WEEK 15</b> <b>5/5 – 5/8</b>	<b>FINAL DISTRIBUTED 5/7</b>  <b>Dead Day 5/9</b>	<b>FINAL DUE 5/11</b>