Stephen F. Austin State University
DeWitt School of Nursing
Nursing Informatics
Course Number: NURS 4344
Section Number: 501
Summer 2024

Course Instructor
Alyson Young, MSN, RN, CCRN-K

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Faculty Contact Information
Name: Alyson Young MSN, RN, CCRN
Department: Nursing
Email: Alyson.young@sfasu.edu
Phone: (936) 468-7715
Office Hours: Please email for an appointment.

Class meeting time and place
Online

Textbooks and Materials

Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here: https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

Course Description
This course builds upon principles and theories from previous, concurrent, and prerequisite courses. This course focuses on culture and its impact on health care delivery at the individual, community, and system levels. This course is designed to raise awareness, to inspire action, and to open discussion of cultural issues affecting professional nursing practice.

Credit Hour Justification
This online course typically meets an average of 3 hours per week in a 15 week period. The course contains extensive written content requiring students to engage in online module for at least 9 hours a week. Required readings and discussions are woven into the content to support key concepts and provide nursing perspectives in caring for cultural groups.

Course Prerequisites
Permission of the DeWitt School of Nursing

End of Program Student Learning Outcomes
Graduates of the program will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assure responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Value continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes
None
Course Student Learning Outcomes

1. Relate concepts and principles of the arts, sciences, humanities, and nursing to deliver culturally competent care.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Analyze the influence of global awareness on health care delivery.
4. Analyze the influence of at risk and vulnerable populations on the professional nursing practice.
5. Determine how health inequalities impact health care access and delivery.
6. Develop a culturally sensitive evidence-based plan of care.
7. Evaluate social justice advocacy to improve the health of at-risk populations.
8. Analyze cultural influences that affect the nursing process and health care.
9. Analyze interprofessional collaboration at various levels within health care delivery.

Differentiated Essential Competencies (DECs)

The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DECs serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards.

Please refer to the Texas BON website for additional information
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

Unit Objectives

Module 1: Introduction to Transcultural Nursing
1. Define culture and how it is shaped.
2. Identify cultural behaviors relevant to health assessment.

Module 2: Communication and Space
1. Describe the importance of communication as it relates to transcultural nursing assessment.
2. Delineate barriers to communication that hinder the development of a nurse-client relationship in transcultural settings.
3. Understand the importance of dialect, style, volume, use of touch, context of speech and kinesics and their relationship to transcultural nursing assessment and care.
4. Describe appropriate nursing intervention techniques to develop positive communication in the nurse-client relationship.
5. Understand the significance of nonverbal communication and the use of silence, and their relationship to transcultural nursing assessment and care.
6. Explain the significance of the structure and format of names in various cultural groups.
7. Explain the significance of variations in word meanings across and within various cultural and ethnic groups.
8. Discuss factors related to distance and immediate receptors that influence spatial behavior.
9. Define the term personal space, and relate its significance to care plan development for clients from varying cultures.
10. Explain how actions of the nurse may contribute to feelings of anxiety and loss of control for clients from transcultural backgrounds.
11. List actions the nurse can take to promote feelings of autonomy and self-worth when caring for clients from transcultural backgrounds.
12. Delineate the difference between tactile space and visual space, and show their relationship to transcultural nursing care.

**Module 3: Social Organization**
1. Describe how cultural behavior is acquired in a social setting.
2. Define selected terms unique to the concept of social organization, such as culture-bound, ethnocentrism, homogeneity, bicultural, biracial, ethnicity, race, ethnic people of color, minority, and stereotyping.
3. Describe significant social organization groups.
4. Define family groups, including nuclear dyad, extended, alternative, blended, single parent, and special forms of family groups.
5. List at least two primary goals inherent in the American culture in regard to the family as a unit.
6. Describe the significant influence that religion may have on the way individuals relate to health care practitioners.

**Module 4: Time**
1. Postulate an adequate definition for the term time in relation to transcultural nursing care.
2. Understand the significant role that culture plays in the understanding and perception of time.
3. Understand the significant role that the developmental process plays in the understanding and perception of time.
4. Understand the significance of the measurement of time and the relationship to transcultural nursing care.
5. Differentiate the terms social time and clock time.
6. Describe the worldview of clock time and social time.
7. Define the three broad areas of the structure of social time: temporal patterns, temporal orientation, and temporal perspectives.

**Module 5: Environmental Control**
1. Recognize relevant cultural factors that affect health-seeking behaviors related to environmental control.
2. Recognize relevant cultural factors that affect illness behaviors related to environmental control.
3. Identify various types of cultural folk health practices and the effect on health-seeking behaviors.
4. Recognize the relationship between external locus of control and fatalistic or health-seeking behaviors.
5. Recognize factors affecting external locus of control for persons in selected cultural groups.

**Module 6: Biological Variations**
1. Articulate biological differences among individuals in various racial groups.
2. Relate the importance of knowledge of biological differences that may exist among individuals in various racial groups to the provision of health care by the nurse.
3. Describe nursing implications that may arise when providing care for individuals in different cultural and racial groups.
4. Describe nutritional preferences and deficiencies that may exist among persons in different cultural groups.
5. Explain how psychological characteristics may vary from one culture to another.
6. Explain how susceptibility to disease may differ among individuals in different racial groups.

**Project: Cultural Interview Presentation**
1. Demonstrate effective communication as it relates to transcultural nursing assessment.
2. Determine barriers to care that hinder the development of a nurse-client relationship in transcultural settings.
3. Describe the influence of global awareness on health care delivery.
4. Serve as an advocate for clients and for the profession of nursing.
5. Discuss essential elements of developing a culturally sensitive evidence-based plan of care.
6. Analyze cultural influences that affect the nursing process and health care.
7. Determine how health inequalities impact health care access and delivery.

COURSE REQUIREMENTS

Grading Policy

EVALUATION and GRADING CRITERIA
It is necessary to obtain a weighted mean test score of 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript.

Policy 1.7:
1. Rounding is confined to the final course grade. Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86).
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

BSN and RN-BSN GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>Less than 75</td>
<td>F</td>
</tr>
</tbody>
</table>

Evaluation is based on achievement of the course objectives and requirements. Evaluation strategies include appropriate and completed assignments as listed below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5%</td>
</tr>
<tr>
<td>Discussion Flips (5 x 7% each)</td>
<td>35%</td>
</tr>
<tr>
<td>Quizzes (5 x 6% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Cultural Interview Presentation</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Failure of this course counts as a nursing course failure and applies to the retention and progression policy of the DeWitt School of Nursing.

Course attendance
This is an online course and all assignments are due according to the course calendar. Students are expected to communicate with faculty and keep faculty apprised of course progress, as well as if any difficulties are encountered with meeting course requirements. **Late submission of**
Assignments will result in ten percentage point deduction per day. Assignments will not be accepted after five days unless approved by instructor.

Students enrolled in this course are expected to be self-directed in their learning and to be prepared for learning activities using prior knowledge. Faculty will serve as a resource. Evaluation methods include faculty analysis of course work assignments.

**Course Assignments**
The final grade is comprised of success on discussion board posts, quizzes, and an Interview Presentation.

**Discussion Boards**
Discussion board assignments are completed in Brightspace. Specific instructions, requirements, and grading rubric can be found in Brightspace. Please see calendar for due dates.

**Quizzes**
Students will complete several quizzes in Brightspace.

**Cultural Interview Project**
For this assignment, the student will interview a nurse of a different culture from their own. A permission to release information document must be obtained and submitted with the presentation. A list of interview questions will be provided to the student to guide the interview. These questions represent the minimum amount of information you should collect, but do not limit your interview or information you receive. Additional reflection questions will also accompany the interview questions.

After your interview, the student will construct a professional presentation Prezi, that is clear in addressing the questions and information you collected. This can be demonstrated by addressing one question per “slide” or however the student chooses, as long as the information is clearly presented. An introduction slide that states the culture of the nurse being interviewed should be present.

Instructions on how to access the Prezi platform and establishing a free account are located in Brightspace.

A rubric outlining the points associated with each criterion is posted in Brightspace. Please see calendar for due dates. Project details are located in Brightspace.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/hops/04-106.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Integrity**
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Artificial Intelligence
Artificial intelligence (AI) programs, including but not limited to ChatGPT, may be employed to enhance learning experiences, research, or assignments, provided it aligns with the guidelines established by the institution. It's imperative to remember that AI should supplement and not substitute critical thinking. Use of AI or any automated tools is permissible only when explicitly authorized by the instructor for a specific assignment or task. Unauthorized use may result in penalties as outlined in The Code of Student Conduct and Academic Integrity.

Evaluations
At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

Brightspace
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.
Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password.
http://d2l.sfasu.edu

What are the technical requirements to use the system?
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

How do I get technical help?
Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

Withheld Grades Course Grades Policy HOP 02-206
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

DeWitt School of Nursing Policies
To access the SON’s student policies, follow this link:
http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

N 4344 Course Calendar

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT/ MODULE</th>
<th>Textbook Readings</th>
<th>ASSIGNMENTS and DUE DATES</th>
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</thead>
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| Week 1 (July 8-14) | Getting Started Module 1: Introduction Module 2: Communication, & Space | Ch. 1, 2, 3 | • Read Get Started module content  
• Complete the Introduction assignment (Due 7/14 @ 2359)  
• Reading assignment, Read module 1 content  
• Read Module 2 content.  
• Complete Personal Space discussion (Due 7/14 @ 2359)  
• Complete Module 1/2 Quiz (Due 7/14 @ 2359) |
| --- | --- | --- | --- |
| Week 2 (July 15-21) | Module 3: Social Organization | Ch. 4 | • Read Module 3 content  
• Complete Gender & Disability in Culture discussion (Due 7/21 @ 2359)  
• Complete Module 3 Quiz (Due 7/21 @ 2359) |
| Week 3 (July 22-28) | Module 4: Time Module 5: Environmental Control | Ch. 5, 6 | • Read Module 4 content  
• Complete Time discussion (Due 7/28 @ 2359)  
• Complete Module 4 Quiz (Due 7/28 @ 2359)  
• Read Module 5 content  
• Complete Folk Medicine discussion (Due 7/28 @ 2359)  
• Complete Module 5 Quiz (Due 7/28 @ 2359) |
| Week 4 (July 29-Aug 4) | Module 6: Biological Variations | Ch. 7 | • Read Module 6 content  
• Complete Biologic Variations discussion (Due 8/4 @ 2359)  
• Complete Module 6 Quiz (Due 8/4 @ 2359)  
• Begin Cultural Interview Presentation |
| Week 5 (Aug 5-7) | Module 7: Cultural Interview Presentation | | • Review module content and instructions; complete interview and work on project  
• Presentation due 8/7 @ 2359 |