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| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**NUR 3655 MULTICULTURAL NURSING (3 CREDITS)**

The course examines the ethnic, non-ethnic, and cultural influences on beliefs, values, language, and practices in relation to health, illness, and health-seeking behaviors. Application of the nursing process and strategies to provide culturally competent care to clients and communities with respect to cultural norms, diversity, and individual differences and preferences are addressed.

1. **PREREQUISITES FOR THIS COURSE:**

Acceptance into the RN to BSN Program. Current valid, unencumbered, and unrestricted RN license.

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

* Introduction to Multicultural aspects of health
* World view and communication factors that influence the provision of health services, healthcare decisions, and health-seeking behaviors
* Theories and models for cultural assessment
* Culturally competent care that includes ethical intervention techniques across cultures
* Collaborating with multicultural members of the healthcare team

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Engage**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Identify world view and communication/language factors that influence health policy, the provision of health services, healthcare decisions and nursing practice.
* Evaluate and apply cultural assessment theories and models in planning holistic, evidence-based nursing care for clients across the lifespan in diverse environments.
* Identify and discuss strategies for eliminating health disparities across diverse cultures utilizing current and new information technologies and systems

General Education Competency: **Communicate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Discuss ethnic and non-ethnic, cultural and sociological behavior, and various cultural phenomena in providing culturally sensitive, holistic, evidence-based nursing care.
* Discuss the application of current science, ethics, and national and global standards of care in providing culturally sensitive, holistic healthcare.
* Discuss the essential skills required to be culturally competent in the differences in cultural beliefs and effective ways to implement and evaluate health promotion programs across cultures.

**B.** **Other Course Objectives/Standards**

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| **NUR 3655 MULTICULTURAL NURSING** | |
| **END OF PROGRAM STUDENT LEARNING OUTCOMES** | **COURSE OUTCOMES** |
| 1. Synthesize knowledge from nursing and the physical, behavioral, psychological and social sciences, and the humanities in the practice of professional nursing. | Discuss ethnic and non-ethnic, cultural and sociological behavior, and various cultural phenomena in providing culturally sensitive, holistic, evidence-based nursing care. |
| 1. Integrate global health and health care, its relevant issues and policies as they relate to professional nursing practice. | Identify world view and communication/language factors that influence health policy, the provision of health services, healthcare decisions and nursing practice. |
| 1. Evaluate research in the exploration of the spectrum of health within the framework of evidence-based practice. | Discuss the application of current science, ethics, and national and global standards of care in providing culturally sensitive, holistic healthcare. |
| 1. Synthesize standards of professional practice and care. | Evaluate and apply cultural assessment theories and models in planning holistic, evidence-based nursing care for clients across the lifespan in diverse environments. |
| 1. Articulate the role of the professional nurse within inter-professional teams. | Identify and compare cultural and personal values of healthcare providers and clients from diverse cultures and their influence on healthcare delivery. |
| 1. Analyze current and changing health care information technologies and systems | Identify and discuss strategies for eliminating health disparities across diverse cultures utilizing current and new information technologies and systems |
| 1. Summarize the components of leadership and followership in professional nursing practice. | Discuss the essential skills required to be culturally competent in the differences in cultural beliefs and effective ways to implement and evaluate health promotion programs across cultures. |
| 1. Interpret the social responsibility of the nursing profession in the development and implementation of health care policy. | Discuss methods in which the nursing profession can apply strategies for eliminating health disparities across cultures through the development and implementation of healthcare policy. |

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)