



**RN to BSN Online Completion Nursing Program
Spring Semester 2021**

Course Title: NRS 365 OL Nursing in a Globalized World (3 credits)
Class Time: Online 8 week course
Prerequisites: Acceptance to the RN to BSN Program & NRS 400 OL Nursing Transitions
Instructor: Dr. Heidi DeSota, DNP, RN
Title: Nursing Faculty
Office: Tenzer Hall 101
Phone: Office phone: 419-783-2372; cell phone: 419-576-7103
E-Mail: hdesota@defiance.edu
Office Hours: By appointment in office or on the phone
24 Hour Moodle Support: Sharon Wiemken, 419-576-0884
LMS Website for online issues: moodle@defiance.edu

Textbooks: Required

Spector, R. (2017). *Cultural diversity in health and illness* (9th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. (7th ed.). Washington, DC: American Psychological Association.

Additional Assistance: Suggested Review and Use

Supplemental Assistance Website for 7th edition APA:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Pre-Licensure KSAS. (2014). Case Western Reserve University. Retrieved 1/22/2016 from <http://qsen.org/competencies/pre-licensure-ksas/>

Academic Writer-can be accessed on Moodle (please create an account for your personal use, this is not required, but recommended to assist with APA style formatting)

Course Description

This course will focus on the global aspects of health care delivery. Country comparisons will be completed and students will provide an analysis of a selected country's health care system. The U.S. health care delivery system will be studied in relation to its increasing diverse population groups. Administrative, workforce, client, and funding issues will be addressed. Required course in the Bachelor of Science in Nursing degree program for Registered Nurse students.

Course Format

The course format will rely heavily on online discussions and participation on Moodle. To gain the best experience from this course, each student is expected to participate in online discussion and Moodle activities, being thoroughly prepared from the reading assignments. Moodle online discussions will include study and research of cultural diversity in the health care environment. While there will be some traditional online material, most of the course will involve online class discussions based primarily on your application of the course content to personal, work, and life experiences as well as to examples presented in online material. The course will be an all online course using Moodle as the online course management system.

Program Learning Outcomes

1. Develop caring professional values within a legal and ethical framework of nursing practice.
2. Synthesize knowledge from the liberal arts and nursing curriculum to become a provider of care in a safe environment.
3. Practice as a nurse generalist within the framework of diversity.
4. Integrate technology into professional nursing practice.
5. Incorporate effective communication principles to produce positive professional relationships.
6. Establish a foundation for lifelong learning and nursing scholarship.
7. Integrate community nursing concepts as a coordinator of care utilizing the nursing process and critical thinking.
8. Apply nursing research and scientific inquiry to fulfill the leadership role of a nursing professional.

Course Learning Objectives

Upon completion of this course, students will be able to:

1. Apply knowledge of social and cultural factors to the care of diverse populations by exploring the impact of socio-cultural, economic, legal, and political factors influencing health care as evidenced by:
 - a. Completing Generational Interview Assignment with a grade of C or better

- b. Completing Country Comparison Final Paper and Presentation with a grade of C or better
 - c. Moodle Discussion Forum Assignments
 - d. Global Nursing Companion Activities

(Program Learning Outcomes: 1, 3, 7)
- 2. Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations and other members of the healthcare team as evidenced by:
 - a. Completing Country Comparison Final Paper and Presentation with a grade of C or better
 - b. Moodle Discussion Forum Assignments
 - c. Global Nursing Companion Activities

(Program Learning Outcomes: 2, 5, 7)
- 3. Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions as evidenced by developing a beginning understanding of complementary and alternative modalities and their role in health care to promote safe and quality outcomes of care for diverse populations as evidenced by:
 - a. Completing Family Heritage Assignment with a grade of C or better
 - b. Moodle Discussion Forum Assignments
 - c. Global Nursing Companion Activities

(Program Learning Outcomes: 2, 3, 5, 7)
- 4. Develop an awareness of patients' as well as health care professionals' spiritual beliefs and values and how those beliefs and values impact health care by conducting comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches as evidenced by:
 - a. Completing Family Heritage Assignment with a grade of C or better
 - b. Completing Generational Interview Assignment with a grade of C or better
 - c. Completing Country Comparison Final Paper and Presentation with a grade of C or better
 - d. Moodle Discussion Forum Assignments
 - e. Global Nursing Companion Activities

(Program Learning Outcomes: 2, 3, 5, 6, 7)
- 5. Engage in caring and healing techniques that promote a therapeutic nurse-patient relationship by providing appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care as evidenced by:
 - a. Completing Generational Interview Assignment with a grade of C or better
 - b. Completing Family Heritage Assignment with a grade of C or better

- c. Moodle Discussion Forum Assignments
 - d. Global Nursing Companion Activities
(Program Learning Outcomes: 1, 3, 4, 5)
6. “Engage the patient and family in a partnered relationship with their health care providers and be equipped with relevant information, resources, access and support to fully engage in and/or direct the health care experiences as the patient/family chooses.”
(Pre-licensure KSAS, 2014)
- a. Completing Generational Interview Assignment with a grade of C or better
 - b. Moodle Discussion Forum Assignments
 - c. Global Nursing Companion Activities
 - d. Completing Country Comparison Final Paper and Presentation with a grade of C or better
(Program Learning Outcomes: 1, 3, 5, 6, 7)

Graded Coursework

Moodle Discussion Board	20 points (5 points per discussion week)
Online Global Companion Assignments	20 points (5 points per assignment)
Family Heritage Assignment	10 points
Generational Interview	10 points
Final Paper/Presentation:(Country Comparison)	40 points (30/10)

Total Points	100 points
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Grading Policy:

93 – 100 = A	90 - 92 = A-	73 – 75 = C	70 – 72 = C-
86 – 89 = B+	83 – 85 = B	66 – 69 = D+	63 – 65 = D
80 – 82 = B-	76 – 79 = C+	60– 62 = D-	Below 60 = F

Discussion Board

Each student is expected to participate in the Moodle discussion activities. Four (4) weeks will be dedicated to online asynchronous discussions. Each student is expected to write a substantive post and post to Moodle by Wednesday at 10pm. The student will then complete a response to two classmate’s postings by Saturday at 10pm. The choice of which two classmates to respond to is the student’s choice. While doing the discussion postings, the student is expected to do a substantive post relating to a clinical situation or situations (at least 2-3 paragraphs) using at least 2 current, reliable references (1 can be your textbook or journal article provided for that week and 1 is to be a journal reference of your own finding). All postings will need to be formatted using APA. Please refer to the rubric below for point allocation. Please complete your posting in Word and then copy and paste to Moodle, instead of adding the entire document so that the discussion is in real time. **The discussions will be posted in Moodle under Forum for peers**

to see and respond but will also need to be submitted to Taskstream to be graded via the rubric.

****Discussion and companion assignments are due by 10:00pm on the Saturday after the posted class date.**

Discussion Board Rubric

TOPIC	1 POINT	0 POINTS
CRITICAL THINKING	Postings are pertinent to the discussion, provide relevant insights, share pertinent nursing experiences, provide a thoughtful perspective, and contribute to class learning	Postings are not substantive and/or unfocused and do not contribute to class learning
POST/RESPONSE & RESPONSE TO OTHERS	Student enters a substantive post (at least 2 paragraphs) and responds to at least 2 peer posts. Reference to scholarly sources is included	Student does not enter a substantive post, reply to at least 2 peer posts, or reference scholarly sources
PROMPTNESS	Student posts to discussion by Wednesday night at 10pm. Student replies to at least 2 posts by Saturday at 10pm	Student does not post initial discussion by due date/time and/or does not reply to peer posts by due date/time
APA & REFERENCING	Student follows APA formatting with minimal errors. Sources are current (within the past 10 years) and applicable to the topic. In text citations are included	Student does not follow APA formatting, does not include current sources that are applicable to the topic, and in text citations not included or done incorrectly
SPELLING/GRAMMAR/NETIQUETTE	Student has 2 or less grammatical or spelling errors and student demonstrates professionalism in writing	Student has 3 errors or more or has unprofessional discussion post or response

Global Nursing Companion Exercises

Each student will be expected to complete the companion assignments that will be posted on Moodle. These assignments should be completed in MS Word using 12 point Times New Roman font and submitted as directed on Moodle. These assignments will be completed during the same four weeks as Moodle discussions. Each assignment should include Spector (2017) referencing along with at least 1 other current, reliable journal source using APA format. **All Companion Assignments need to be submitted in Taskstream for grading purposes by due date and time.**

****Discussion and companion assignments are due by 10:00pm on the Saturday after the posted class date.**

Family Heritage Assignment

Complete the Heritage Assessment Tool on pp. 276-278 in your text by answering the questions about you and your background to gain an understanding of your heritage. In addition each student will write at least a 3 page paper, typed and double-spaced using 12 point Times New Roman font, entitled: Who Am I? Use APA format and include your textbook as a reference along with 1 other additional reliable, professional, current journal article. Refer to Moodle for grading rubric. **This assignment will be submitted into Taskstream to be graded via the rubric.**

Generational Interview

The experience of life varies from generation to generation and decade to decade. Interview several (3-5) people and ask them to tell you stories about their sociocultural life experiences. On page 279 in your textbook, there are some examples of questions you may want to consider using; however, you may also come up with your own questions to ask. What have you learned about the sociocultural life trajectories and experiences of the people? Prepare a set of 5-10 questions and attach them to your paper. Ask each person the same set of questions and then summarize and compare your results in a 5-8 page paper, typed and double-spaced using 12 point Times New Roman font. Make sure to read and study chapter 2 in your text and it will provide the substance for your paper. Use APA format. Refer to Moodle for grading rubric. **This assignment will be submitted into Taskstream to be graded via the rubric.**

Final Paper and Presentation (worth 40 points-30 for paper; 10 for presentation)

Select a country to compare to the U.S. Health Care Delivery System –Briefly discuss the country and the nature of the health care system – Type of delivery system; financing, resources (professional and technology), health policy; health status and life expectancy; utilization of health care; health care expenditures with % of GDP spent on health care. Compare this to the U.S. health care delivery system. Your paper should be 5-7 pages typed and double-spaced using 12 point Times New Roman font. Use APA format. You will also prepare a Power Point presentation to be delivered to the class online week 7 of the course. Refer to Moodle or Taskstream for grading rubric. **This assignment will be submitted into both Moodle and Taskstream to be graded via the rubric and for peer review.**

Late Assignments

No late assignments will be taken unless the instructor is notified prior to the time and date the assignment is due. Please refer to the Late Assignment Policy in the RN to BSN Handbook or online on Moodle under Student Resource folder.

Student Course Evaluations

Student course evaluations are an important source of information for curricular and teaching improvement. As such, students are required to complete the online course evaluation in Smart

Evals. Information is provided toward the end of the term to students through email explaining how to complete the evaluation online.

Statement On Extenuating Circumstances

Components of this course may change due to extenuating circumstances or learner needs. When and if that happens, those changes will not jeopardize the student in terms of requirements or time to complete assignments.

Defiance College Academic Integrity Policy

All members of the DC community are expected to engage in their academic tasks with integrity and respect for others. A major part of the learning accomplished in college is the development of critical thinking skills, and these skills are only developed when each person's work reflects his or her own original thought. Defiance College is committed to helping each student to understand and practice the highest degree of integrity in his or her academic work, and to take from that work the greatest intellectual and ethical benefit.

The basic rule for academic honesty is that a student's work should always be his or her own. Any misrepresentation in academic work, including plagiarism, is a form of academic dishonesty. Examples of dishonest academic practices include, but are not limited to, using unauthorized notes or material during an exam, exchanging information with another student during an exam (regardless of whether or not both students are aware of the exchange), falsifying data on which the student's conclusions are based, having another student take an exam in place of the student registered in the course, and submitting the same work in two different classes without the permission of both instructors. All students are expected to complete their own assignments unless otherwise noted.

The special problem of plagiarism

Plagiarism occurs whenever someone else's work is submitted or presented for a grade as if it were one's own. This occurs most often when original sources are not acknowledged or cited according to the style format appropriate to the discipline or designated by the instructor. Plagiarism undermines the essential trust between students and instructors, deprives the student of a sense of intellectual ownership and undermines the basic learning process.

Another person's work can take many forms, including papers, essays and articles, book chapters, statistical data, oral or multimedia presentations, musical compositions, drawings and artwork, and computer programs in either electronic or printed form. Whenever such material that was originally created by another is presented or submitted by a DC student, that original source must be acknowledged using the appropriate citation style.

Examples of plagiarism (a non-exclusive list):

- Using the exact words from a source, including cutting and pasting from a Web site, without BOTH quotation marks to indicate the extent of the material borrowed and a citation of the original source.
- Paraphrasing or summarizing ideas from a source without proper citation. Changing the words while maintaining the ideas from a source is a paraphrase that must be cited.
- Submitting for credit a work written or created by another, whether such work is written by a friend, a recognized scholar or is downloaded from the internet.
- Quoting from an unacknowledged source during an oral presentation.
- Using data other than that produced by the student's own original research without proper citation of the source.
- Patching together a work using phrases and ideas borrowed from a number of different sources.
- Accepting assistance or collaborating with other students beyond what is explicitly permitted by the instructor.

How Academic Dishonesty Will Be Dealt With

All sanctions for academic dishonesty, even those involving only remedial actions, are required to be reported to the Provost's Office for possible further consequences. Please refer to the Defiance College catalog for the complete Defiance College Academic Integrity Policy. The Nursing Department's procedure is the following: If it is your first infraction you will receive a warning, the DON and the Chief Academic Officer will be notified. If it is your second infraction you will receive a failing grade for the assignment, the DON and Chief Academic Officer will be notified. If it is your third infraction you will receive a failing grade for the course, and the DON and Chief Academic Officer will be notified.

The faculty member will work with you on a plan of action or a remediation plan with a completion date designated. The remediation plan will be signed by the student and the professor. The remediation plan will become part of your nursing file.

Please see the Academic Dishonesty Policy on Moodle under Student Resource folder.

Accommodation Policy for Students with Disabilities

Defiance College is committed to providing educational opportunities for qualified students with documented disabilities through the provision of reasonable accommodations, in compliance with the provisions of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 (Section 504). The purpose of accommodations is to provide equal

access to educational opportunities without altering essential elements of programs or courses. All requests for accommodations are evaluated on an individual basis after review and evaluation of documentation. It is the responsibility of the student to request necessary accommodations and the student should do so as early as possible, as some accommodations may require time to implement.

Students with a physical, psychological, or learning disability must meet or call Defiance College's Accessibility Services Coordinator, Kris Knight, Assistant Director of Career Development and Accessibility Services at 419-783-2445 or kknight@defiance.edu. Kris Knight's office is located in 201c in Defiance Hall. Please refer to pages 36-37 of the Course Catalog for Defiance College's Accommodations Policy for Students with Disabilities that includes the documentation required for accommodations. ? provide a link to the catalog.

Student Academic Support Services (SASS):

Tutoring and writing assistance is available for most courses at Defiance College. These services are offered by **peer** tutors and writing consultants trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Writing Consultants are available in the Pilgrim Library by appointment. If a student is taking courses online and cannot make it to campus for a face-to-face appointment, they can share their paper with SASS@defiance.edu through Google docs. Or they can use the online writing tool, Grammarly. To create a free premium education Grammarly account:

1. Go to [grammarly.com/enterprise/signup](https://www.grammarly.com/enterprise/signup)
2. Provide your name and @[@defiance.edu](mailto:) email.
3. Check your inbox for the email and click on the activation link.

Tutors are also available for most subject areas as well as Supplemental Instruction for specific courses. You can complete an online tutor request form at <http://library.defiance.edu/studio/tutoring>. If you are taking an online course and cannot make it to campus for a face-to-face tutoring appointment, you can let your tutor know this when they email you after the request. The tutor and you can then use Google Hangouts to instant message through chat or use the video feature as well to communicate online through your phone, tablet, or computer. Courses with Supplemental Instruction (SI) will have the sessions recorded, so students who are not on campus can view the weekly SI review sessions. The SI leader for the course will let you know how to access these videos.

For more information about the services provided by SASS, contact Lisa Crumit-Hancock at 419-783-2332 or lcrumithancock@defiance.edu. You can also check out our webpage: <http://www.defiance.edu/offices/student-academic-support.html>.

Title IX Statement

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at Defiance College.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, contact Lisa Marsalek, Dean of Students/Title IX Coordinator in 128 Hubbard Hall or 419-783-2587 or lmarsalek@defiance.edu. To make a confidential report, you can contact, Lynn Braun, Assistant Dean of Campus Wellness at 419-290-9839. For more information about your options at Defiance College, please go to <http://www.defiance.edu/student-life/documents/equal-opportunity-harassment-discrimination-sexual-misconduct-policy.pdf>

CCNE Statement

The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008) were used to guide course development.

Tentative Course Outline

Date	Topic	Reading/Assignments
Week 1 January 11-16	Introduction to the course – Review the syllabus Introduction to Moodle, Discussion Board and Global Companion expectations Chapter 1: Building Cultural and Linguistic Competence Chapter 2: Heritage and History Chapter 3: Diversity Chapter 4: Health and Illness	Chapters 1 -4 in textbook. Review the Heritage Assessment Tool on pp. 276-278; you will use this for the Family Heritage Assessment Paper Discussion Board Intro: Student Bio and background of Ethnicity, including 1 of your favorite ethnic foods or activities from your ethnic background on Moodle under discussion forum- due by 10pm on Saturday of Week 1 **Please sign the student compliance statements on Moodle by Saturday at 10pm so they can be added to your file. This is

		required by the college/HLC for every online course you take here at DC
Week 2 January 17-23	<p>Chapters 1 -4 Discussion Board and Companion Assignment on Moodle</p> <p>*Discussion and companion assignments are due by 10:00pm on Saturday.</p>	<p>A discussion will be posted on Moodle for you to respond to. You will be expected to post your initial post by Wednesday at 10pm and then respond to 2 classmates by 10pm on Saturday. Use APA format.</p> <p>You will also have selected companion assignments for Chapters 1-4.</p>
Week 3 January 24-30	<p>Chapter 5: Health Tradition Chapter 6: Healing Traditions Chapter 7: Familial Health Traditions Chapter 8: Health and Illness in Modern Health Care Issues</p>	<p>Chapters 5-8 in textbook.</p> <p>DUE: HeritageAssignment Who Am I? Assignment</p> <p>(please submit your paper to Taskstream by Saturday at 10pm)</p>
Week 4 January 31-February 6	<p>Chapters 5-8 Discussion Board and Companion Assignment on Moodle</p> <p>*Discussion and companion assignments are due by 10:00pm on Saturday</p>	<p>A discussion will be posted on Moodle for you to respond to. You will be expected to post your initial post by Wednesday at 10pm and then respond to 2 classmates by 10pm on Saturday. Use APA format.</p> <p>You will also have selected companion assignments for Chapters 5-8.</p>

<p>Week 5 February 7-13</p>	<p>Chapter 9: Health and Illness in the American Indian and Alaska Native Population Chapter 10: Health and Illness in the Asian Population Chapter 11: Health and Illness in the Black Population</p> <p>Chapter 9-11 Discussion Board and Companion Assignment on Moodle</p> <p>*Discussion and companion assignments are due by 10:00pm on Saturday</p>	<p>Chapters 9-11 in textbook</p> <p>A discussion will be posted on Moodle for you to respond to. You will be expected to post your initial post by Wednesday at 10pm and then respond to 2 classmates by 10pm on Saturday. Use APA format.</p> <p>You will also have selected companion assignments for Chapters 9-11.</p>
<p>Week 6 February 14-20</p>	<p>Chapter 12: Health and Illness in the Hispanic Population Chapter 13: Health and Illness in the White Population</p>	<p>DUE: Generational Interview Assignment</p> <p>(please submit your paper to Taskstream by Saturday at 10pm)</p>
<p>Week 7 February 21-27</p>	<p>Chapters 12 & 13 Discussion Board and Companion Assignment on Moodle</p> <p>*Discussion and companion assignments are due by 10:00pm on Saturday</p>	<p>Chapters 12 & 13 in textbook</p> <p>DUE: Student presentations and paper on Country Comparisons.</p> <p>(submit your PPP and written paper electronically to Taskstream by due date and time and also post your PPP to the discussion board on Moodle for your peer's to review and respond to)</p>

		<p>A discussion will be posted on Moodle for you to respond to. You will be expected to post your initial post by Wednesday at 10pm and then respond to 2 classmates by 10pm on Saturday. Use APA format.</p> <p>You will also have selected companion assignments for Chapters 12-13.</p>
<p>Week 8 February 28-March 6</p>	<p>Chapter 14: Cultural Competence</p> <p>Peer Review of Country Comparison Presentations.</p> <p>Final Reflection Questions on Moodle</p> <p>Complete Final Evals online</p>	<p>Chapters 14 in textbook.</p> <p>DUE: Peer Review of 3 Student Presentations of Country Comparisons.</p> <p>You will also have Final Reflection Questions due on Moodle by 10pm on Saturday.</p>

*****Tentative Course Outline subject to change at discretion of instructor.***