A. COURSE DESCRIPTION

Credits: 2
Lecture Hours/Week: 1
Lab Hours/Week: 2
Prerequisites: None
Corequisites: None
MnTC Goals: None

Cultural Diversity in Health Care is designed to provide the second year nursing students and/or practicing RNs an opportunity to develop skills working with culturally diverse individuals/groups and to attain cultural competence in the classroom and globally through a travel abroad clinical experience. The principles of best practice in relationship to work with vulnerable and marginalized communities including compassion, curiosity, courage, collaboration, creativity, capacity building, and competence will be explored. PREREQUISITES: Current enrollment in the Nursing Program and approval by nursing faculty. Nursing graduates and other healthcare professionals will be considered as space allows.

B. COURSE EFFECTIVE DATES: 06/02/2014 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Cultural awareness
   A. Identify personal cultural beliefs
   B. Identify core similarities
   C. Differentiate between cultural sensitivity, awareness, and competence

2. Caring in healthcare
   A. Classification of caring
   B. Process of spiritual-ethical caring
   C. Meaning of spiritual-ethical caring

3. Facilitating health and healing choices
   A. Personal and social aspects
   B. Spiritual and ethical aspects

LEARNING OUTCOMES (General)

1. Students will demonstrate a positive image of nursing and as a healthcare professional. (Professional Behaviors)
2. Students will examine impact to professional attitudes on providing transcultural nursing care. (Communication)
3. Students will explore culturally sensitive strategies for communicating verbally and nonverbally with diverse patients and families. (Communication)
4. Students will compare and contrast healing practices for at least three ethnic groups. (Clinical Decision Making)
5. Students will reflect on observed caring attitudes and behaviors towards patients and families of diverse cultures. (Caring Interventions)
6. Students will analyze cultural and socioeconomic differences and how these impact teaching and learning. (Teaching and Learning)
7. Students will value healthcare aspects shared by cultural mentors. (Collaboration)
8. Students will identify cultural adaptations important to health care. (Assessment)
9. Students will reflect how to adapt professional practice when caring for culturally diverse clients and their families. (Managing Care)

D. Minnesota Transfer Curriculum Goal Area(s) and Competencies
None

E. LEARNER OUTCOMES ASSESSMENT
As noted on course syllabus

F. SPECIAL INFORMATION
HCC COMPETENCIES MET:
Working Productively & Cooperatively
Communicating Clearly & Effectively
Thinking Creatively & Critically
Social/Civic Responsibility

STUDENT CONTRIBUTIONS:
The current Nursing Student Handbook presents and explains the established protocol regarding class and clinical attendance, dress code, student evaluation, and program progression. It is the student’s responsibility to follow the protocol set forth in this handbook. Students are expected to listen, follow directions, and seek assistance and guidance as needed. The student is expected to actively participate in class and online discussions, complete all written assignments by the due date, and take part in travel.

ADDITIONAL INFORMATION:
The Nursing Student Handbook addresses fees for malpractice liability insurance required of nursing students, as well as policies relating to clinical uniforms and equipment, transportation to clinical sites, and risks of exposure to hazardous substances in the nursing profession. It is the student’s responsibility to know and understand and agree to abide by material in this handbook.

In addition, travel insurance and required immunizations, must be up to date. A U.S. passport may be required.

AASC APPROVAL DATE: March 19, 2014
REVIEW DATE: March 2019