

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 10.2.12; REV 11.28.12GE; REV 12.11.12; REV 12.12.10

PROGRAM AREA(S): NRS

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

☐ Course title	☐ Course Content
☐ Prefix/suffix	☐ Course Learning Outcomes
☐ Course number	☐ References
☐ Units	☒ X GE
☐ Staffing formula and enrollment limits	☒ x Other Course justification made more generic.
☐ Prerequisites/Corequisites	☐ Reactivate Course
☒ X Catalog description	
☐ Mode of Instruction	

Justification: Course was developed last year but because it does not meet a GE requirement for graduation students were not enrolling. Also editing course description

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)

OLD

Prefix NRS Course# 354
Title Cultural Competence in Nursing Units (4)

2 hours lecture per week
2 hours blank per week

☐ Prerequisites: none
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: none

Catalog Description (Do not use any symbols):

Provides the study of culturally competent nursing care in the roles of Provider of Care, Teacher, patient Advocate, member of Profession, and Coordinator of Care. Assists the student to utilize the Campinha Bacote cultural theory to care for diverse populations with health care needs.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☒ Undergraduate

☐ Post-Baccalaureate

☐ Graduate

NEW

Prefix NRS Course# 354
Title Cultural Competence in Health Care Units (4)
(title changed to indicate a more broad perspective of course which will encourage non-nursing students to enroll).

2 hours lecture per week
2hours field studies per week

☐ Prerequisites: none
☐ Consent of Instructor Required for Enrollment
☐ Corequisites: none

Catalog Description (Do not use any symbols):

The study of culturally competent care for students who will work with health care consumers. Assists the student to utilize an inter-cultural competency model (e.g. Campinha-Bacote model) to work with diverse populations with health care needs.

General Education Categories: C3b

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☒ Undergraduate

☐ Post-Baccalaureate

☐ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____

(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>2</u>	<u>1</u>	<u>33</u>	x	Lecture	<u>2</u>	<u>1</u>	<u>33</u>	x	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
Field Studies	<u>2</u>		<u>33</u>	x	Field Studies	<u>2</u>		<u>33</u>	x	
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

4. Course Attributes:

X **General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication

A-2 English Writing

A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences

B-2 Life Sciences – Biology

B-3 Mathematics – Mathematics and Applications

B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

C-1 Art

C-2 Literature Courses

C-3a Language

x C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

5. **Justification and Requirements for the Course.** *[Make a brief statement to justify the need for the course]*

OLD

The American Association of Colleges of Nursing, American Nurses Association, and Transcultural Nursing Society strongly advocate courses to assist nursing students to provide culturally competent care for diverse populations. This course is an appropriate elective for generic BSN, Associate degree to RN, and RN-BSN nursing students as well as partial fulfillment to the requirements to sit for the Transcultural Nursing Society examination for certification.

NEW

The Institute of Medicine report, "Unequal Treatment," suggests a series of recommendations to address racial and ethnic disparities in health care, and that these recommendations are targeted to a broad audience. This course assists students to gain understanding of multicultural perspectives in the care of patients and families as they relate to the health care system. This course is an appropriate elective for generic BSN, Associate degree to RN, and RN-BSN nursing students as well as partial fulfillment to the requirements to sit for the Transcultural Nursing Society examination for certification. Additionally, this course is appropriate for any student who might expect to interact with health care consumers.

Requirement for the Major/Minor

x Elective for the Major/Minor

Free Elective

Requirement for the Major/Minor

x Elective for the Major/Minor

Free Elective

Submit Program Modification if this course changes your program.

6. **Student Learning Outcomes.** (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

Upon completion of the course, the student will be able to:

1. Apply knowledge of social and cultural factors that affect nursing and health care across multiple contexts.
2. Utilize the Campinha-Bacote Cultural model in the roles of the nurse.
3. Utilize relevant data and data resources as best evidence to provide culturally appropriate care.
4. Evaluate strategies to promote culturally competent care to promote safety and quality outcomes for patients.
5. Utilize the Campinha-Bacote Cultural model to understand the health needs of the diverse populations in Ventura County.
6. Participate in continuous cultural competence development. (Field Study)
 - a. Develop field study plan & individualized objectives

Upon completion of the course, the student will be able to:

NEW

Upon completion of the course, the student will be able to:

1. Explain through discourse and writing content, ideas and approaches from multicultural perspectives in health care. (GE 1.1A)
2. Apply an inter-cultural competency model as a framework toward understanding, articulating, and providing culturally appropriate care for the health systems consumer.
3. Critically appraise best evidence to provide culturally appropriate care: Effectively locate, evaluate, and present evidence relating to culturally competent approaches to healthcare. (GE 3.1)
4. Recommend strategies to promote culturally competent care and safety and quality outcomes for health care consumers.

- b. Complete Field Study
- c. Evaluate Field Study Experience

- 6. Participate in continuous cultural competence development. (Field Study)
 - a. Construct field study plan & individualized objectives
 - b. Complete Field Study
 - c. Appraise and communicate Field Study Experience

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

- I. Defining Culture
- II. Campinha-Bacote Model
- III. Cultural Awareness
- IV. Cultural Knowledge
- V. Cultural Skill
- VI. Cultural Encounters
 - A. Ventura County Diversity
 - B. Safety and Quality Outcomes
- VII. Continuous Competence Development Field Study

NEW

- I. Defining Culture
- II. Inter-cultural competency model (e. g. Campinha-Bacote Model)
- III. Cultural Awareness
- IV. Cultural Knowledge
- V. Cultural Skill
- VI. Cultural Encounters
 - A. Ventura County Diversity
 - B. Safety and Quality Outcomes
- VII. Continuous Competence Development Field Study

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)

- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- B. List each cross-listed prefix for the course:
- C. Program responsible for staffing:

9. References. [Provide 3-5 references]

OLD American Association of Colleges of Nurses (2008) Tool Kit of Resources for *Cultural Competence Education for Baccalaureate Nurses*. <http://www.aacn.nche.edu/education-resources/cultural-competency>

Srivastava, R. (2006). *The Healthcare Professional's Guide to Clinical Cultural Competence (Healthcare Professional's Guides)*. Mosby

Campinha-Bacote, J. (2007, 5th Ed.) *The Process of Cultural Competence in the Delivery of Health Care Services: THE JOURNEY CONTINUES....* Transcultural C.A.R.E. Associates Publishing

NEW American Association of Colleges of Nurses (2008) Tool Kit of Resources for *Cultural Competence Education for Baccalaureate Nurses*. <http://www.aacn.nche.edu/education-resources/cultural-competency>

Srivastava, R. (2006). *The Healthcare Professional's Guide to Clinical Cultural Competence (Healthcare Professional's Guides)*. Mosby

Campinha-Bacote, J. (2005, 5th Ed.) *The Process of Cultural Competence in the Delivery of Health Care Services: THE JOURNEY CONTINUES....* Transcultural C.A.R.E. Associates Publishing

10. Tenure Track Faculty qualified to teach this course.
Kaleen Cullen

11. Requested Effective Date or First Semester offered: Fall 2013

12. New Resource Requested: Yes ☐ No ☒
If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
☐

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)
☐

C. Facility/Space/Transportation Needs:
☐

D. Lab Fee Requested: Yes ☐ No ☐ (Refer to the Dean's Office for additional processing)

E. Other. ☐

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: October 1, 2012 of preceding year.

Priority deadline for Course Proposals and Modifications: October 15, 2012.

Last day to submit forms to be considered during the current academic year: April 15th.

Karen Jensen

10.2.12

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

GE Committee response to your request have NRS354: Cultural Competence in Health Care added to C3b: Multicultural

Approved by 2012-2013 Committee:

Janet Rizzoli

Geoffrey Buhl

Catherine Burriss

Claudio Paiva

Kathy Musashi

Todd Oberson

Debra Hoffmann

Gina Farrar

Rachel Danielson

Request Submitted

Course: NRS354 Cultural Competence in Health Care

Area: C3b Multicultural

Date Submitted: 10/2/2012 11:48:41 AM

Date Approved: 11/28/2012 2:33:19 PM

1. Develop students' ability to respond subjectively as well as objectively to experience

Provides students the ability to analyze different cultures in their role as a health care provider utilizing and accepted cultural theory.

2. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

Through the analysis of different cultures students can appreciate analyse and see the differences in the way different cultures approach health care.

3. Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.

through the field studies students are able to appreciate the differences in cultural traditions such as art, death rituals, music have on the population.

4. Examine the interrelationship between the creative arts, the humanities, and self

Students will reflect on the field studies to examine the how different the culture is than their family of origin.

5. Include an exposure to world cultures

the Camphina Bacote Cultural model will give the students structure to analyze difference in culture.

6. Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspected of ethnicity, class, gender, ability/disability, and community.

Contemporary issues such as health care to different cultures and communities will be addressed in the field study. In addtion Students will evaluate strategies in providing culturally competent care to other populations.

Approval Sheet

Course: [REDACTED]

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date