UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	**Arts and Sciences**		X	**Business**		**Education**	
Proposal Submitted By: Richard Finkelstein & Pam McCullough				Date Prepared: 2/6/2017			
Course Title:	Caring Across Cultures for Health Professionals						
Department/discipline and course number*:		**HSCI 240**					
Prerequisites:		**Enrolled in the 1+2+1 BSN Plan or POI**					

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	**3**	Will this course meet for at least 700 contact minutes for each credit hour proposed? ***If no, provide a credit hour justification.***	**YES** **X**		**NO**	
Will this be a *new*, *repeatable* "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			**NO** **X**		**YES**	

Date of first offering of this *new* course: **SEMESTER, year**		**Spring 2020**	
Proposed frequency of offering of the course:		Each fall	
List the faculty who will likely teach the course:		Pam McCullough	
Are ANY new resources required?	**NO**	*X* YES	*Document in attached impact statement*

This new course will be (check all that apply):					
Required in the major (1+2+1 BSN)	**X**	Required in the minor		General Elective	
Elective in the major		Elective in the minor		General Education**	

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description (suggested length – less than 50 words)**:**	
Prerequisite: POI. This course prepares students to interact with people from different cultures. Students will examine cross-cultural conflicts or misunderstandings, as well as examples of culturally competent care. Numerous topics are examined to provide students with a frame of reference for understanding cultural differences and sound alternatives for providing care to multicultural communities.	

COURSE HISTORY:	Was this course taught previously as topics or experimental course?	**YES**		**NO**	X
Course Number and Title of Previous Course			**Semester Offered**	**Enrollment**	
	CHECK HERE if the proposed course is to be *equated* with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).				

NOTE: If the proposed course has not been previously offered as a topics or experimental course, **explain in the attached rationale statement** why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.1)
3. *Impact Statement* – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. *Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.*
4. **Sample Syllabus**

Department Chair Approval: _____ **D**ate**:** 02/06/2017

CCC Chair Approval: _____ **Date:** 03/02/2017

UCC Chair Approval: _____ **Date:** _____

Rationale

The Institute of Medicine (IOM) report of 2001, *Crossing the Quality Chasm*, recommended interdisciplinary reform of health professions education to enhance quality and patient safety. The IOM report of 2002, *Health Professions Education: A Bridge to Quality*, presented a set of core competencies to be incorporated into the education of all health professions. The report recommended all health professionals be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.

In 2008, the Robert Wood Johnson Foundation (RWJF) and the Institute of Medicine (IOM) began a two-year initiative to assess and transform the nursing profession. The 2010 IOM Report, *The Future of Nursing: Leading Change, Advancing Health*, included the recommendation that nurses achieve higher levels of education through seamless academic progression. In response to this recommendation, in March 2014, the State Council of Higher Education for Virginia (SCHEV) granted approval to the University of Mary Washington (UMW) to initiate the Bachelor of Science in Nursing (BSN) degree program. The purpose of this degree program was to take registered nurses who are skilled in administering nursing care and transform them into clinical decision makers.

The University of Mary Washington (UMW) and Germanna Community College (GCC), recognized the need for registered nurses (RNs) to achieve baccalaureate degrees in nursing. Therefore an improved education system which promotes seamless academic progression was developed. Both parties adopted a Bachelor of Science in Nursing (BSN) Academic Partnership Plan (BSN-APP), commonly referred to as the 1 + 2 + 1 BSN Plan. This agreement requires UMW students to earn a pre-licensure Associate of Applied Science (A.A.S.) degree in nursing from GCC and a post-licensure BSN from UMW.

Students enrolled in the 1 + 2 + 1 BSN Plan receive the majority of their education at the community college, and earn their final 30 credits at UMW. Specific courses designed to strengthen the link between two degrees in nursing, and also focus on the core competencies of health professionals, have not been available at GCC or UMW. By offering new courses at UMW, the BSN Completion program can oversee the overall quality of nursing prerequisite and elective courses related to health care, taken by students on the 1 + 2 + 1 BSN Plan. UMW 1+2+1 pre-nursing students will be required to take these courses.

The new courses have the Health Science (HSCI) prefix. UMW offers a post-licensure BSN degree. Students are required to hold an RN license to enroll in UMW NURS courses. As space permits, the HSCI courses are available to all students, to encourage interdisciplinary education of students interested in health disciplines.

At present, UMW is diverting potential tuition revenue to GCC for nursing prerequisite courses and elective credits related to healthcare. By offering these courses, UMW will be able to increase their total tuition revenue. These courses have been designed to be offered online, to remove scheduling conflicts with other required course work. Following curriculum approval process the course will be presented to the UMW Distance and Blended Learning Committee

The creation of this course was at the request of the Dean of the Colleges of Arts and Sciences and the Provost as part of the 1 + 2 + 1 BSN Plan. This course is **4 of 4** new courses. This course counts towards the 120 total credits of the BSN degree. 1+2+1 students will be required to take this course in place of a course at GCC and transfer the credits to UMW.

The HSCI courses were developed to meet the requirements of the:
- *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), (American Association of Colleges of Nursing (AACN);
- *Crossing the Quality Chasm: New Health System for the 21st Century* (2001), (Institute of Medicine);
- *Health Professions Education: A Bridge to Quality* (2002), (Institute of Medicine);
- *The Future of Nursing, Leading Change, Advancing Health* (2010), (Institute of Medicine).

Credit Hour Justification

This course will be offered during the **SPRING** semester and has a minimum of 42 contact hours of online activity. The weekly modules are designed to deliver course content over 14 weeks at 150 minutes per week. Students are expected to have a minimum of two hours of outside of class responsibility (homework, assigned projects, class preparation, writing assignments, etc.) for each credit hour.

Impact Statement

The proposed HSCI courses will be administered by the BSN Completion Program and will be taught by a nurse with a graduate or terminal degree in nursing. 1+2+1 students are required to take this course. The course is open to other students interested in the health professions. This course will generate additional tuition revenue, which will cover the cost of an adjunct nursing faculty member. Additional space and library resources are not needed.

Sample Syllabus
(See Attached)

HSCI 240 CARING ACROSS CULTURES FOR HEALTH

PROFESSIONALS

COURSE SYLLABUS

Course Number: HSCI 220

Course Title: Caring Across Cultures for Health Professionals

Dates: XX

Semester: Spring 2020

Format: Online

Number of Credits: 3

Prerequisite: Enrolled in the 1+2+1 BSN Plan or POI

Instructor: TBA

Preferred communication: TBA

Virtual Office Hours: TBA

SYLLABUS TABLE OF CONTENTS

Course Description

Course Description:
This course prepares students to interact with people from different cultures. Students will examine cross-cultural conflicts or misunderstandings, as well as examples of culturally competent care. Numerous topics are examined to provide students with a frame of reference for understanding cultural differences and sound alternatives for providing care to multicultural communities.

Student Learning Outcomes:

	SLO	Measurement
1	Develop a beginning understanding of *Transcultural Health Care* and individual cultural competency.	Discussions #1- #5
2	Employ a comprehensive, systematic, and concise framework for learning and understanding the culture of individuals, families, and groups.	Lia Lee Case Study
3	Compare and contrast the major beliefs and value systems of diverse cultural groups.	Discussions #6-#11
4	Demonstrate cultural empathy for others by experiencing a different cultural perspective.	Reflective Writings

ONLINE EDUCATION AND LIBERAL ARTS VALUES AT UMW

One of the hallmarks of online courses at UMW is that they embody the values of the quality liberal arts curriculum. These values are ***community, interactivity, active learning, reflection, and self-directed learning.***

Value 1: Community

Within a liberal arts institution, we believe that learning needs to occur as a social activity and that students should develop a strong sense of belonging to a networked learning community. Learning communities serve many important purposes: They support and sustain the work of individual learners; they help to frame the work of individuals within larger intellectual conversations; and they offer the possibility of building something greater through collaboration.

Value 2: Interactivity

One of the signal characteristics of the quality learning experience is small class size and what it enables: a high degree of interaction between student and instructor, as well as between the student and other students. Sometimes characterized as "high-touch," this interaction leads to highly personalized instruction, where students are treated as individuals rather than part of a collective who sink or swim largely on their own efforts.

Value 3: Active Learning

Another characteristic of quality education is an emphasis on active, rather than passive learning, including intensive use of writing and speech, as both tools of analysis and also communication. Active learning leads to a focus on critical thinking rather than merely memorization. Another example is activities that engender genuine inquiry by students into real issues/problems, problems that matter to people outside the classroom, as well as exploring and being challenged by diverse perspectives.

Value 4: Reflection

Part of the justification for the study of humanities in liberal education is that such study addresses the human yearning for meaning. Such reflection is not limited, though, to the humanities. The question, "What does it mean?" is an important means of transforming learning from passive to active, from memorization to a deeper understanding.

Value 5: Self-Directed Learning

The successful learner is expected to take ownership for her learning experiences. While faculty play a critical role in framing, guiding, and, sometimes, directing the path of these experiences, ultimately the learner must be able to rely on herself to make intellectual choices. These skills lay the foundation for life-long, adaptive learning as well as cultivating intellectual curiosity, creativity, flexibility, and self-discipline.

Methods of Instruction

Recognizing the diverse learning styles present in any group of students, a variety of instructional techniques will be used to encourage learning. Examples include the following teaching-learning strategies:
Online group discussions
Online activities and assignments
Required assigned readings
Required online video lectures
Required readings
Independent research
Student presentations

Student Support Services for Online Learners:

Accommodations/Disability Resources:

The Office of Disability Resources (ODR) has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring

your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, I will be happy to help you contact them. The office will require appropriate documentation of a disability.

- Phone: 540-654-1266
- Website: http://academics.umw.edu/disability
- Office Location: Lee Hall, Room 401

UMW Writing Center

The UMW Writing Center offers assistance on all types of writing projects: reports, papers, cover letters and resumes, research projects, and citations. The Writing Center can also help you prepare for in-class essay exams and for standardized tests that include essays such as the Praxis I writing exam.

If you are an online, commuter or Stafford Campus student, you can schedule online or face-to-face appointments. Please ensure you are choosing the appropriate appointment type and date.

- Phone: 540-654-5653
- Website: https://universityofmarywashington.fullslate.com
- Office Location: Hurley Convergence Center (HCC), Room 430

UMW Libraries

UMW Libraries have both a physical and online presence. The physical locations are: the Stafford Campus Library on UMW's Stafford campus and the Simpson Library on the Fredericksburg campus. Both libraries are open to UMW students, and librarians are available to assist you via phone, email, chat message, or face-to-face.

UMW Libraries offers online databases, research guides, and e-books that are accessible off-campus by using your network ID and password. An online interlibrary loan service is also available so that students can request articles and books not available in the collections of UMW Libraries

- Website: http://libraries.umw.edu/
- Research Guides: http://libguides.umw.edu/
- Stafford Campus Library: 540-286-8025, stafflib@umw.edu
- Simpson Library: 540-654-1148, refdesk@umw.edu
- Hours: http://libraries.umw.edu/hours-and-directions/

Help Desk/Computer Problems:

If you are having difficulties with Canvas or connecting to online University resources, seek assistance from the Help Desk:
- Call 540-654-2255 or leave a voicemail
- Send an email message to helpdesk@umw.edu

- Submit your problem via online form: http://technology.umw.edu/helpdesk/submit-a-service-request/
- Website (with operating hours): https://technology.umw.edu/helpdesk/

Digital Knowledge Center (DKC)

The Digital Knowledge Center (DKC) provides UMW students with peer tutoring on digital projects and assignments. Any student at the University can take advantage of the Center's services by scheduling an appointment to work one-on-one or in a group with a student tutor; when a tutor is available, the Center also provides walk-in assistance. Tutorials can cover a wide-range of topics related to common digital systems, technologies, new media, and tools used in courses at UMW; the Center also provides training to students interested in learning how to use the Advanced Media Production Studio (HCC 115). DKC tutors adhere to the UMW Honor Code in all tutorials; they are available to provide guidance and advice, but they cannot create, produce, or edit work on a student's behalf.

- Website: http://dkc.umw.edu/
- Email: info@dkc.umw.edu
- Phone: 540-654-5815

Computer Specifications

Please see link for a list of basic computer system requirements to use Canvas. It is always recommended to use the most up-to-date versions and better connections. Canvas will still run with the minimum specifications, but you may experience slower loading times.
https://guides.instructure.com/m/4152/l/82542?data-resolve-url=true&data-manual-id=4152

Screen Size

      Canvas is best viewed at a minimum of 800x600, which is the average size of a notebook computer. If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile app.

Operating Systems

- Windows 7 and newer (users on Windows 10 need to download the Windows 10 Anniversary Update to submit Canvas assignments)
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer (versions vary by device)
- Android 4.2 and newer

Computer Speed and Processor (Use a computer 5 years old or newer when possible)

- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Screen Readers
- Macintosh: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Internet Explorer)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for Canvas in Chrome

Canvas supports the current and first previous major releases of the following browsers:

Internet Explorer 11 and Edge (Windows only—please make sure your operating system is also current as noted in the computer specifications lesson; you may need to download the Windows 10 Anniversary Update to submit(Canvas assignments)
- Safari 9 and 10 (Macintosh only)
- Chrome 55 and 56
- Firefox 50 and 51 (Extended Releases are not supported)
- Flash 22 and 23 (used for recording or viewing audio/video and uploading files)
- Respondus Lockdown Browser (supporting the latest system requirements)

Online classes also require:
Speakers and microphone, or a headset
Broadband Internet Connection for online access.
Software Requirements: MS Office or Open Office; Adobe Acrobat Reader; Windows® Media Player.
GoogleDocs

Online Etiquette

Netiquette Guide "Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

http://www.learnthenet.com/learn-about/netiquette/index.php

Online classes also require:
- speakers and microphone, or a headset
- Broadband Internet Connection for online access. (Check with your Service Provider for what speeds are available in your area. Examples of Broadband include but are not limited to: Cable, DSL, Fiber Optic, Satellite...) Internet Explorer 6.0 or greater (Later versions of Netscape work as well) or Firefox.
- Software Requirements: MS Office or Open Office; Adobe Acrobat Reader; Windows® Media Player
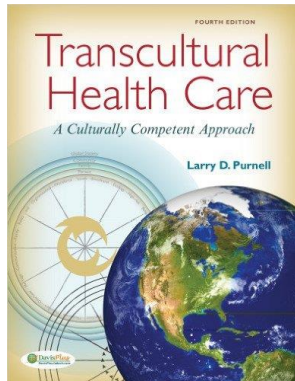
Textbooks & Resources

Required text:
1 of 2: *Transcultural Health Care: A Culturally Competent Approach,* 4th Edition
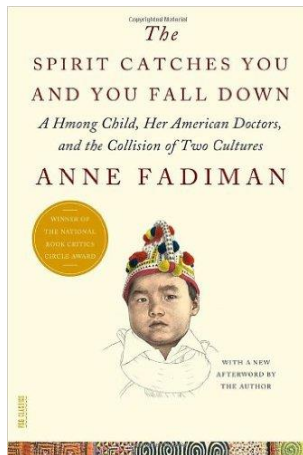by Larry D. Purnell Ph.D. RN FAAN (Author)

ISBN-13: 978-0803637054
ISBN-10: 0803637055

2 of 2: *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* - April 24, 2012
by Anne Fadiman *ISBN*-10: 1511394943; *ISBN*-13: 978-1511394949

Using the BIG BLUE BUTTON FOR Conferencing in an ONLINE Course

What are Conferences on CANVAS?

Conferences are primarily used for virtual lectures, virtual office hours, and student groups. They can also be used to demonstrate technologies or troubleshoot technology issues online. Conferences can accommodate up to 50 people.

View Conferences

Pages

Files

Syllabus

Outcomes

Quizzes

Conferences

Collaborations
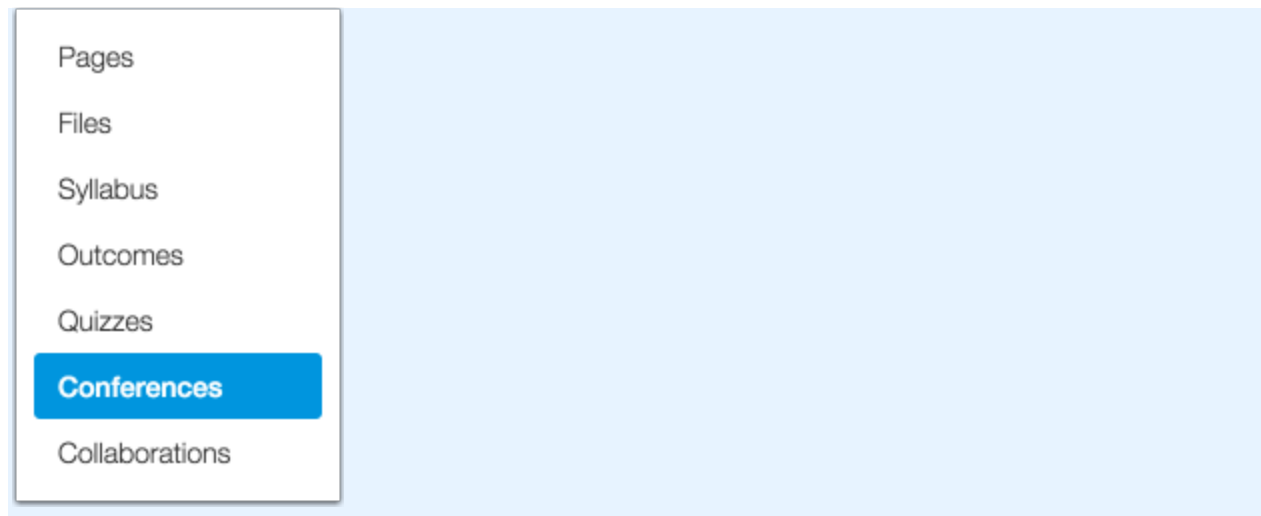
Conferences makes it easy to conduct synchronous (real-time) lectures for all of the students in the course. Conferences allows the instructor to broadcast real-time audio, video, demo applications on their desktop, share presentation slides, or demo any online resources. Currently, Canvas integrates with **Big Blue Button.**

Note: **Big Blue Button** can accommodate up to 50 users in a conference at one time. A conference will remain active on **Big Blue Button** as long as one person is part of the conference room. When the last person leaves, the conference will conclude and all files and chats will be removed.

When would I use Conferences?

Use Conferences to:

- Connect with course students for online office hours, live presentations, or special study sessions.
- Practice presenting online. Students can set up practice presentations in their student Groups.
- Broadcast a live event or lecture to the students that can't be onsite.
- Record the conferences so students can view them at a later date. **Note**: Recordings are automatically deleted 14 days after the conference ends.

How do I use the Conference Index Page?

Conferences are grouped in two parts: New Conferences [1] and Concluded Conferences [2]. Both always display the name [3] and the description [4] of the conference.

Note: Students can only view conferences to which they have been invited.

New Conferences

New Conferences are either ready to start [1], or in progress [2] where invited participants can join.

Note: Students cannot join a conference until the instructor has started it.

Concluded Conferences
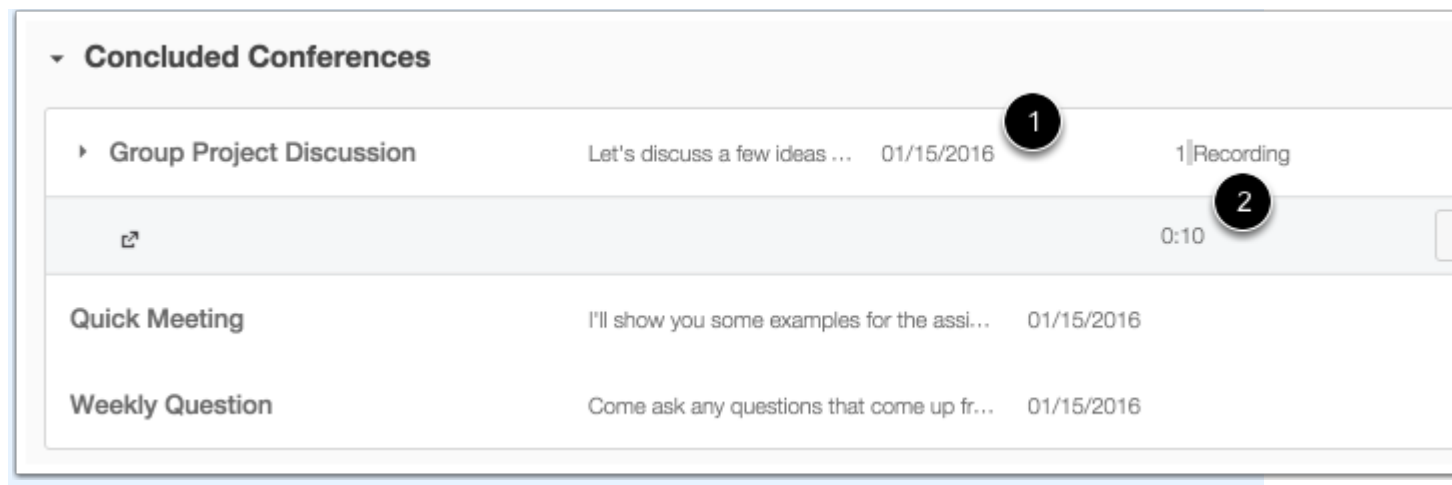
Once a conference has ended, it will be displayed in Concluded conferences. Concluded conferences show the date of the conference [1].

For recorded conferences, Canvas displays the length of the conference [2]. The length of the conference is indicated in hours: minutes (e.g. 0:10 is 10 minutes).

When the conference is rendered for playback, the conference displays the **View** button [3]. Depending on the length of your conference, this process may take several hours.

Note: Recordings are automatically deleted 14 days after the conference ends.

Welcome to the Health Sciences Courses

The IOM Report of 2003 calls for all health professionals to be educated to deliver patient-centered care as members of an interdisciplinary team. Paramount is the emphasize of evidence-based practice, quality improvement approaches, and informatics.[1] HSCI 240 *Caring Across Cultures for Health Professionals* is the fourth in a series of four courses designed for students interested in further study in the health disciplines. It is essential students become skilled in a set of simple, core competencies that all health care members should possess, regardless of their discipline, to meet the needs of the 21st-century health care system. HSCI courses are offered online and are complimentary courses to the student's declared major.

> **Institute of Medicine Core Competencies**
> **Provide patient-centered care**
> Identify, respect, and care about patients' differences, values, preferences, and expressed needs; listen to, clearly inform, communicate with, and educate patients; share decision-making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health.
> **Work in interdisciplinary teams**
> Cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.
> **Employ evidence-based practice**
> Integrate the best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible.
> **Apply quality improvement**
> Identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and design and test interventions to change processes and systems of care, with the objective of improving quality.
> **Utilize informatics**
> Communicate, manage knowledge, mitigate error, and support decision-making using information technology.
>   --From *Health Professions Education: A Bridge to Quality.* Institute of Medicine, 2003.

[1]Institute of Medicine (US) Committee on the Health Professions Education Summit; Greiner AC, Knebel E, editors. Health Professions Education: A Bridge to Quality. Washington (DC): National Academies Press (US); 2003. Chapter 3, The Core Competencies Needed for Health Care Professionals. Available from: https://www.ncbi.nlm.nih.gov/books/NBK221519/

The course is managed through the Learning Management System (LMS) used by the University of Mary Washington (UMW) "Canvas." All course content is available on the course page. It is recommended to login to the course page every 1-3 days to ensure prompt communication with your instructor and peers.

All assignments, homework, readings and activities will be posted on the course page. It is important students use the course page to upload all graded assignments to ensure correct grading because grading is done through the LMS.

- The week starts Monday at 12am and ends Sunday at 11:59pm.
- Course Assignments are to be uploaded onto Canvas by SUNDAY at 11:59 pm.
- **10 points will be deducted for each day late.** The student has one week to "make-up" a late posting. The grade will be "0" after being 7 days late and no submissions will be accepted after that time.

Students are expected to do their own, original work on each assignment. A plagiarized assignment will result in a zero for the assignment and a referral to the University of Mary Washington's Student Honor Council

Evaluation/Grading

Students must participate in all of the Assignment Areas to pass the course.

    I.   Discussion (11)
   II.   Reflective Writings (2)
  III.   Case Study (1)

Transcultural Health Care Discussion Threads (5) 5 pts each	**25**
"Collision of Two Cultures" Shared Reflective Writing	**15**
Lia Lee Case Study	**15**
Role Playing Discussion Threads (6) 5 pts each	**30**
Summative Personal Reflective Writing	**15**
	100 %

COURSE INTRODUCTION

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During the first half of the course, we will be reading the book, "*The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*," by Anne Fadiman. Reading this book will help each student to learn the values of patient-centered care and cultural competency in all health disciplines.

The second half of the semester will be exciting! You are going to adopt a new heritage! Part of your learning during this course is "living" that heritage, through role playing and teaching your peers about your new perceptions of health and illness. You may select your new heritage from the following list. However, you may not select your heritage or the heritage of a close friend or family member. You will find aggregate data for your new specific cultural group in our textbook. That is only the beginning of your living this new heritage. It is important to present authentic representations of these cultures. It is important to do your best to avoid stereotypes.

You will do further research about your adopted heritage and interact with community members of the heritage.

Additionally, we want you to share your personal heritage, and *this is on a volunteer basis.* There is a signup list in the Week 1 module. You will post your heritage. As an example, Pam McCullough is a student. She self-identifies her heritage as Irish, Scottish and German. She notes she agrees to be contacted by another student concerning questions and contacts referring to my heritage. Furthermore, I introduce the student to my 88 year old father. The other student interviews him, asking questions what it was like being raised in the remnants of a German homesteading community, even though he was ¾ Irish. Another means to interview people from the adopted heritage, is through the use of social media, and internet resources.

People of:	chapter		People of:	chapter
African American Heritage	6		Hindu Heritage	16
The Amish Heritage	7		Hmong Heritage	17
Appalachian Heritage	8		Japanese Heritage	18
Arab Heritage	9		Jewish Heritage	19
Chinese Heritage	10		Korean Heritage	20
Cuban Heritage	11		Mexican Heritage	21
European American Heritage	12		Polish Heritage	22
Filipino Heritage	13		Puerto Rican Heritage	23
German Heritage	14		Russian Heritage	24
Haitian Heritage	15			

Week	Topics/Readings	Online Assignments (deliverables)
1	Ch. 1 Transcultural Diversity & Health Care Fadiman*: Ch. 1-5 pp. vii-59	Discussion Thread #1: Diversity
2	Ch. 2: The Purnell Model for Cultural Competence Fadiman: *Ch. 6-9 pp. 60-119*	Discussion Thread #2: The Purnell Model
3	Berkeley University: **Empathy** What is it? Why practice it? How do you cultivate it? http://ggscweb02.ist.berkeley.edu/topic/empathy/ definition#how_to_cultivate Fadiman: Ch. 10-13 pp,120-180 Cultural Readings: Ch. 8; 12:; European- American;	Discussion Thread #3: Empathy
4	***People of Heritage:*** Overview, inhabited localities, and topography & Communication Fadiman: 14- 16 pp. 181-249 Cultural Readings: Ch. 17: Hmong	**Role Playing** Discussion Thread #4
5	Ch.3: Individual Competence & Evidence-Based Practice Fadiman: Ch. 17-19 & afterword p. 250-304 Cultural Readings: Ch. 6: African-American	Discussion Thread #5: Individual Cultural Competency
6	***People of Heritage***: Family Roles and Organization; Nutrition and Food Cultural Readings: Ch. 21: Mexican	**Role Playing** Discussion Thread #6: Family & Food

7	**Midterm Assessment:** *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures"*	Part 1:Utilizing the Purnell Model Case Study: Lia Lee Part 2: Reflective Writing: The Need for Cultural Competency in Health Care
8	Ch. 4: Organizational Cultural Competencies Cultural Readings: Ch. 9; 16; 19: Arab; Hindu; Jewish	Discussion Thread #7: Organizational Cultural Competency
9	***People of Heritage***: Workforce Issues; Biocultural Ecology & High-Risk Behaviors Cultural Readings: Ch. 10; 18 &: Chinese; Japanese;	**Role Playing** Discussion Thread #8: Work & High-Risk Behaviors
10	Ch. 5: Global Health Cultural Readings: Ch. 1320: Filipino; Korean	Discussion Thread #9: Global Health
11	***People of Heritage:*** Pregnancy & Childbearing Practices Cultural Readings: Ch. 7; 8; 14: Amish; Appalachian; German	**Role Playing** Discussion Thread #10:Pregnancy
12	***People of Heritage***: Death Rituals & Spirituality Cultural Readings: Ch. 11; 15; 23: Cuban, Haitian; Puerto Rican	**Role Playing** Discussion Thread #11: Death/Spirituality/Religion
13	***People of Heritage:*** Healthcare Practices & Healthcare Providers Cultural Readings: Ch.22;24: Polish; Russian	**Role Playing** Discussion Thread #12: Health Care
14	**Final Assessment**	Summative Reflective Writing**:** People of Heritage

Below are broadly recommended and expected guidelines for studying:
1. Read your textbook and utilize chapter exercises and other learning tools provided with text.
2. Use study aids that are available in your textbook CD and the associated online internet site.
3. Study the syllabus and dates, so you are prepared for the course content.
4. Develop a habit of studying and time for reflection on concepts being discussed.
5. **Ask questions** - We cannot help you if we do not know you are having problems.

Online Weekly Modules

- Each module opens with a video from the instructor with an overview of the week. The same information is available as script. Each module contains objectives, reading assignments, videos and lecture or PowerPoint presentations.
- The module may contain either a discussion thread topic, reflective writing assignment, or a role playing discussion thread. All are interactive assignments.

DELIVERABLE ASSIGNMENTS
I. ONLINE INTERACTIVE DISCUSSIONS:

Discussion Thread vs Reflective Writing vs. Role Playing Discussion thread
Student may be wondering how to approach these three types of assignments. All three are used to provoke an online interchange between the communities of learners.

Discussion Threads. The purpose of discussions is to demonstrate your ability to synthesize, critically analyze and apply key concepts from the readings and lecture material. A quality discussion thread has substance, relevance, logic and support of the argument. The expectation is the student shows evidence of synthesis of the learning activities. Discussion threads are written in a scholarly style, with APA style citations. Discussion threads are commonly used for discussion of professional content.

Reflective Writing. In comparison, reflective writing is a teaching strategy to further develop a student's learning by encouraging the student to explore their thoughts. the student performs an internal investigation of the learning experience, creates insight, and further understand the emotion and feelings which may be sparked by a learning experience. Reflective writing is written in first person; emphasize is on the free flow of ideas, not scholarly style. Reflective writings are commonly assigned with content which can produce an emotional response. During the first five weeks we will be reading the seminal publication, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures, "by* Anne Fadiman. This reported events lead to the development of transcultural care.

Role Playing Discussion Thread. Role playing has been selected as part of this course to encourage students to experience an alternate perspective. One goal of the course is to help the student develop and express cultural empathy. When assigned a role playing discussion thread, the student is to write from a first person perspective, as a member of the culture they have adopted. The student needs to document the source of their information. Detailed and explicit directions are found in the course page.

Discussion Board Rubric and Grading
Your work on the Discussion Board includes regular threaded discussions and activities. Interaction on the discussion board will be monitored throughout the week. An initial posting is due by Thursday, 11:55 pm. You will respond to two of your peers, by Sunday, 11:59 pm.

You will be graded on this initial post and responses to peers with the following rubric:

Discussions Health Sciences: Ideas, Organization, Critical Thinking & Integration	
* Proficient – INITIAL POST: well-developed (about two fully developed paragraphs); answers the questions asked; introduces new ideas; incorporates readings. Responses to colleagues are articulate; specific references made to course content that indicate an understanding and synthesis of key principles under study; reflect critical thinking.	5
* Basic – INITIAL POST: primary ideas are posted; organization of ideas is weak. Responses to colleagues as required, but support is weak, vague, or largely conjecture	4
* Minimal/Below average – INITIAL POST: Poorly developed: does not add to the discussion; misses the questions; **LATE WORK**. Responses to colleagues, but support is lacking, and response is based on conjecture with no reference made to readings or coursework	3
* Unacceptable	1
Failure to submit	0
TOTAL: 5	

Reflection Writing Grading Rubric:

Discussions Health Sciences: Ideas, Organization, Critical Thinking & Integration	
* Proficient – INITIAL POST: well-developed (about two fully developed paragraphs); answers the questions asked; evidence of self-introspection, reflect critical thinking. Responses to peers are articulate; and sensitive to the content.	5
* Basic – INITIAL POST: primary ideas are posted; self- introspection is not evident. Responses to colleagues as required, but support is weak, vague, largely conjecture or opinionate.	4
* Minimal/Below average – INITIAL POST: Poorly developed: does not add to the discussion; misses the questions; **LATE WORK**. Responses to colleagues, but are not articulate. Shallow comments.	3
* Unacceptable	1
Failure to submit	0
TOTAL: 5	

Role Playing Discussion Thread Rubric:

Discussions Health Sciences: Ideas, Organization, Critical Thinking & Integration	
* Proficient – INITIAL POST: well-developed (about two fully developed paragraphs); answers the questions asked; evidence of self-introspection, reflects critical thinking. Speaks as a member of the adopted culture.Incorporates readings and additional sources. Avoids stereotype representation is absent. Sources are documented. Responses to peers are articulate; and sensitive to the content. Specific references made to course content that indicate an understanding and synthesis of key principles under study; reflect critical thinking	5
* Basic – INITIAL POST: primary ideas are posted; Research beyond the textbook is not evident. Reports the culture and does not assume the role of a member of the culture. Minimal critical thinking. Responses to colleagues as required, but support is weak, vague, largely conjecture or opinionated.	4
* Minimal/Below average – INITIAL POST: Poorly developed: does not add to the discussion; misses the questions; uses only the textbook information. No evidence of critical thinking. **LATE WORK**. Responses to colleagues, but are not articulate. Shallow comments.	3
* Unacceptable The heritage is presented using a stereotype representation.	1
Failure to submit	0
TOTAL: 5	

<u>Health Sciences Grading Policy</u>

The following grading scale is used to determine a letter grade for the course associated with a point value.

Score Range	Grade	Quality Points	Description
93.0 – 100	A	4.00	Excellent
90.0 – 92.9	A-	3.67	
87.0 – 89.9	B+	3.33	
83.0 – 86.9	B	3.00	Good
80.0 – 82.9	B-	2.67	
77.0 – 79.9	C+	2.33	
73.0 – 76.9	C	2.00	Average
70.0 – 72.9	C-	1.67	

67.0 – 69.9	D+	1.33	Poor
60.0 – 66.9	D	1.00	Very Poor
Below 60.0	F	0.00	Fail
Incomplete	I	0.00	Incomplete
Withdrawal	W	0.00	Withdrawal

Course Expectations

Attendance and Make-up Policy
Students are expected to participate in all assignments in the course during the designated timeframe. Should absences be necessary, students are responsible for the material covered during the absences. Excessive absences make it almost impossible for a student to meet the academic objectives of a course and frequently cause a student to receive a lower grade, even though, the absences were unavoidable.

It is important the students remain up-to-date in turning-in assignments. In the event that a student is unable to complete an assignment by the due date, the student must contact the instructor **prior to the assignment due date.** The faculty member and the student will determine the details of completing the assignment.

University Notices

University Closures
If the University Mary Washington is closed on a regularly scheduled day, HSCI core courses continue as scheduled online.

Sexual Assault Prevention Specialist
Sexual harassment in education includes any unwanted and unwelcome sexual behavior that significantly interferes with an individual's access to educational opportunities. The University of Mary Washington is committed to preventing and addressing harassment, regardless of whether the harassment is perpetrated by peers, teachers, or other school officials. Confidential support services provided by:
Avina Ross, Sexual Assault Prevention Specialist   AROSS@UMW.edu 540-654-1166.

The Importance of Academic Integrity:
Students enrolled at the University of Mary Washington are expected to comply with the highest standards of academic integrity particularly in regards to plagiarism and cheating. Students are expected to do their own, original work on each assignment. Furthermore, information gathered from all published sources (including Internet sources) must be properly cited.

Assignments that are submitted and found to violate the principles associated with Academic integrity (i.e. plagiarism, cheating) will receive a zero (0). University faculty will report academic integrity violations to the University of Mary Washington Honor Council for further

review and disciplinary action.   Further details about the University of Mary Washington Honor Council can be found at http://students.umw.edu/fredericksburghonorcouncil/

The following pledge statement to be written out in full on each assignment turned in for credit (homework, quizzes, tests, papers, examinations, etc.) is as follows:

Honor Pledge

In order to reaffirm commitment to the Honor System, the student shall write out in full and sign the following pledge on all quizzes, examinations, papers, and other assignments, as appropriate:

"I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work."

This pledge verifies that the work submitted is the student's own and has been done in accordance with the requirements set forth by the instructor.

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"I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work."
Name: _____ (Print Name)
Signature: _____ (electronic signature)

By writing and signing this statement, the student affirms his or her promise to uphold the Honor Pledge. This pledge verifies that the work submitted is the student's own and has been done in accordance with the requirements set forth by the instructor.

INSERT ACADEMIC CALENDAR FOR THE TERM HERE