UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution

***This change is not effective for registration or publication until this request has been reviewed by the Provost.***

Change Effective for Term: Fall 2010  School/College: School of Health Professions and Studies
Department: Nursing (NUR)

Subject: NUR  Course Number: 369  Check here for NO CHANGE: □

☐ INACTIVATE Course  ☐ INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

**AS CURRENTLY OFFERED**

1. Title: Transcultural Health Care

2. Credit Hours: (3).

3. Repeat Status: *(see CURRENT Course Description below)*

4. Crosslisting(s):

5. GE Distribution:

**REQUESTED CHANGE**

to:

| Total _____ | Variable _____ | to | Max of ____ credits | or- | ____________ |

| FYE First Year Experience | CAP Capstone |
| H Humanities | S Social Science |
| GB Global Studies | F Fine Arts |
| HW Health & Well Being | FQ Finance & Qnt Lit |
| N Nat Science | or | NL Nat ScI Lab |
| T Technology |

6. CURRENT Course Description:
Unique interaction of culture and cultural values with health beliefs and the impact these have on the utilization of the health care system. Leiniger's Theory of Culture Care Diversity and Universality and the Sunrise Model are used as a basis for studying the relationship between culture and health. The various approaches necessary to provide culturally congruent care are explored.

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

[Signature]

Date

DEPARTMENT CHAIR

REVIEWED BY:

Catalog Editor

Date

Provost

Date

Catalog Coordinator (Registrar's Office)

Date

Dean of Crosslist(s) or Prerequisite(s)

Date

GECAC

Date
Request for NUR369 to receive Global Studies designation

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

<table>
<thead>
<tr>
<th>Course Title: Transcultural Health Care</th>
<th>Department: Nursing</th>
<th>Course Prefix: NUR</th>
<th>Course Number: 369</th>
</tr>
</thead>
</table>

**No. 1 Learning Outcome: Demonstrate the ability to think critically**

**Narrative:** Students working in small groups will complete a cultural assessment of an individual from a culture different than their own, conduct a literature view about the individual’s culture, and develop a plan of care to promote healthy lifeways and well-being for the interviewee. The group of students will also propose holding knowledge extrapolated from the interview and the literature review that may be tentatively applied to other members of the same or similar culture. The students will critically think about a plan of care that is culturally congruent with an individual’s culture or with a cultural group. Students will consider subjective and objective data to complete a cultural assessment that will lead to a culturally congruent plan of care. The final step will be to prepare an evaluation plan of the care outcomes.

**Assessment tools:** Examinations, class activities, class and small group discussion, group work, and PowerPoint presentations based on cultural assessment interview, plan of care, and literature review.

**No. 2 Learning Outcome: Participate in dialogue that involves respectful and careful listening**

**Narrative:** Students will prepare their transcultural presentation and conduct their cultural interviews in small groups. The course instructors will value, advocate, and promote caring as respectful and careful listening as the expected group behaviors for students as they prepare and present their work. As future professionals, students need to know that respectful and careful listening is a key care construct for all professions.

**Assessment tools:** Assessment tools: Examinations, class activities, class and small group discussion, group work, and PowerPoint presentations based on cultural assessment interview, plan of care, and literature review.

**No. 3 Learning Outcome: Demonstrate knowledge of culture and the arts, social structure and process, and the physical and natural world**

**Narrative:** Transcultural nursing and health care involve the study of the care of diverse and similar cultures locally, nationally and worldwide. Transcultural theory, health and care, cultural concepts and terminology, research on diverse cultures, cultural assessment and communication, culturally-based health practices, and transcultural care of individuals, families, and communities across the lifespan are lecture topics and serve as the basis of class discussions and small group work.

**Assessment tools:** Assessment tools: Examinations, class activities, class and small group discussion, group work, and PowerPoint presentations based on cultural assessment interview, plan of care, and literature review.
<table>
<thead>
<tr>
<th>No. 4</th>
<th>Learning Outcome: Demonstrate knowledge of economics, finance, and quantitative literacy; <strong>health and well-being</strong>; and science and technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative: Health and well being are culturally defined. Students are prepared to assess the meaning of health and well being from the individual's or family's point of view and are required to develop a care plan that is congruent with a cultural-specific view of health which is predicted to lead to culturally congruent and meaningful care and beneficial lifeways.</td>
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<tr>
<td>Assessment tools: Assessment tools: Examinations, class activities, class and small group discussion, group work, and PowerPoint presentations based on the cultural assessment interview (including the people's view of cultural-specific health), plan of care, and literature review.</td>
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<tr>
<td>No. 5</td>
<td>Learning Outcome: Apply knowledge to complex issues such as social justice, <strong>globalization</strong>, economic growth and distribution, environmental sustainability, public health, etc, in increasingly broad spheres of influence</td>
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<tr>
<td>Narrative: This new century is known as the Era of Globalization in which comprehensive and holistic health care is viewed as a right for all persons worldwide. The course content emphasizes that many diverse cultures of the world are linked by common and diverse healthcare needs, problems, concerns, and issues. Students will be required to investigate these items and apply the content to functioning as a professional in an intensely multicultural world.</td>
<td></td>
</tr>
<tr>
<td>Assessment tools: Examinations, class discussions, and group class activities.</td>
<td></td>
</tr>
</tbody>
</table>