

SAN JOSE STATE UNIVERSITY
School of Nursing
DIVERSE POPULATIONS AND HEALTH CARE
NURS 204, 3 units

COURSE DESCRIPTION

This course addresses planning for health promotion and disease prevention among diverse populations, providing available, accessible, and culturally competent care for individuals, families, and communities.

PREREQUISITE OR CONCURRENT COURSES

NURS 200, NURS 202

COURSE OBJECTIVES

By the completion of this course, students will demonstrate their ability to:

1. Use demographic, epidemiological, and environmental data in assessing the health status of vulnerable populations within an identified community.
2. Differentiate and compare the variations in health, cultural norms, and health care practices among diverse cultural, racial, ethnic, age, and gender groups.
3. Identify the individual, ethical, and social factors that influence the availability, accessibility, and delivery of health care services for diverse populations, including individuals, families, and communities.
4. Identify the collaborative and leadership skills required for advanced nursing practice within a multidisciplinary and multicultural community context.
5. Design a comprehensive, holistic, and culturally competent program to address the health promotion and disease prevention needs of an identified client population including using relevant technology.
6. Incorporate an understanding of theories and research in designing strategies to promote healthy lifestyles among diverse populations and to empower client populations in attaining and maintaining wellness.

COURSE REQUIREMENTS

	<u>Points</u>
1. In-class and web-based participation /activities/peer presentation evaluation	25
2. Brief personal culture self assessment paper	25
3. Vulnerable, culturally distinct, population assessment individual paper based on an ethnic group other than the student's	75
4. Individual poster presentation of population in #3 including evaluation of a relevant website	75
5. Group presentation of a health promotion program designed to meet the needs of identified, culturally distinct, vulnerable populations	100

TOTAL 300

Class participation (25 points) is an essential activity in understanding the concepts related to collaborative program planning and policy development for health promotion and disease prevention among diverse populations. Class participation relies heavily on being prepared for class. Therefore, extensive reading is expected.

Twenty-Five points of the final grade will be based on relevant and effective contributions to in class and web-based discussions, participation as a group member in the group project, as well as the student's presentation of the assigned readings. The student shall be prepared to lead a discussion on the assigned reading(s). Students viewing the class on webcasting must e-mail the faculty member within one week a response (at least one paragraph) to the discussion of the readings and answer the questions posed for the class (see Pw Pt) held during the class.

The individual papers for course is scholarly and uses the APA Manual 5th Edition.) The author is responsible for following the format and instructions (APA, 2001, pp. 283 – 320) and as specified below:

Include:

1. Title page
2. Abstract
3. Body of paper
4. References
5. Appendices (optional, only when applicable)
6. Staple the paper together, do not use a cover
7. Provide 2 copies

Exclude:

1. Running head/short head
2. Footnotes
3. Author notes
4. Figure captions on separate page

Late papers are not accepted unless the student negotiates a due date with the instructor one week prior to the due date. If approval is given, points may be deducted from the total points awarded for the paper.

TEACHING STRATEGIES

This course relies heavily on the seminar and lecture-discussion format. Strategies include large and small group discussions, lecture, web-based activities presentations, structured written assignments, and extensive preparatory reading. Collegial approaches are encouraged between students as well as between students and faculty member(s). Learning is viewed as a joint endeavor.

Students are responsible for their own learning. They are expected to demonstrate the art of independent study, sound intellectual habits and skills, and collaborative learning. Work is to reflect care, thoroughness, precision, and command of the processes of critical reading,

writing, speaking, and thinking. Selected materials and other educational aids are used to supplement the basic format.

STUDENT ACCOMMODATIONS

Students who need accommodation due to a disability may receive specific recommendations that will assist faculty in promoting student success by registering with SJSU's Disability Resource Center (DRC). The Center will work with the student to determine the disability, document it, and determine the services and accommodations necessary for student success. DRC Web site: <http://www.drc.sjsu.edu>

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. My office location and hours are on the course calendar

ACADEMIC INTEGRITY

Academic Integrity, please note policies related to Academic Integrity, S04-12 can be found <http://www2.sjsu.edu/senate/S04-12.pdf>

With the increased use of the internet, frequently students unknowingly violate the Plagiarism policy. Before you complete assignments for this course please go to <http://www2.sjsu.edu/leap/plagiar.htm> and read more descriptions of plagiarism. If you have any questions regarding Academic Integrity, please ask the faculty for this course for clarification.

Please complete the tutorial <http://tutorials.sjlibrary.org/plagiarism/index.htm>

COURSE EVALUATION AND GRADING

1. Evaluation is a continuous process and is the responsibility of both the student and the faculty member. Opportunity is provided for the student to evaluate self, the course, and the instructor.
2. A letter grade for the course is earned by completing the course requirements and meeting the course objectives.
3. The following percentage scale is used to compute the grade:

93 - 100 =	A
90 - 92 =	A-
87 - 89 =	B+
83 - 86 =	B

80 - 82 =	B-
77 - 79 =	C+
73 - 76 =	C
70 - 72 =	C-
65 - 69 =	D
Below 65 =	F

4. See the current SJSU Catalog for additional information regarding University grading policies

5. EXAMINATIONS

Unless previously arranged at least 3 weeks prior to examination, the student must present a written petition with documentation to the faculty of record in order to take a make-up examination. Documentation must be provided for the reasons cited for missing the examination. The petition may be accepted or rejected by the faculty of record.

See the SJSU Bulletin and current Schedule of Classes regarding regulations for taking final examinations and the initiation and removal of an incomplete grade. Failure to complete the designated final examination during the scheduled examination time may result in No Credit for the course.

STANDARDS

This course is based on the American Association of Colleges of Nursing, Essentials of Graduate Education for Professional Nursing Practice. Setting the Agenda for Research on Cultural Competence in Health Care, AHRQ

REQUIRED TEXTS and REFERENCES

American Psychological Association. (2001). *Publication manual* (5th ed). Washington, DC:

American Psychological Association.

Campinha-Bacote, J. (2003). *The process of cultural competence in the delivery of health care services: A culturally competent model of care*. Cincinnati, OH: Transcultural C.A.R.E. Associates.

De Chesnay, M. (Ed.) (2005). *Caring for the vulnerable: Perspectives in nursing theory, practice, and research*. Sudbury, MA: Jones & Bartlett.

Gorin, S., & Arnold, J. (1998). *Health promotion handbook*. St. Louis: Mosby.

Office of Minority Health Resource Center (2004). *Setting the agenda for research on cultural competence in health care*. Publication #474 Author

U.S. Department of Health and Human Services, Public Health Service (2000). *Healthy people 2010: National health promotion and disease prevention objectives summary report*. [DHHS publication No {PHS} 981-50213]. Washington, DC: U.S. Government Printing Office

RECOMMENDED TEXTS

- Doordan, A. (1998). *Research survival guide*. Philadelphia: Lippincott.
- Jordan, G. (2002). *APA user guide for 2001 APA publication manual*. San Jose State University: Spartan Publicationa.
- Mascara, C., Czar, P., & Hebda, T. (2005). *Internet resource guide for nurses & health care Professional (3rd ed.)*. Menlo Park, CA: Addison Wesley.
- Purnell, L., & Paulanka, B. (2005). *Guide to culturally competent health care*. Philadelphia: F. A. Davis.
- Purnell, L., & Paulanka, B., (Eds.). (1998). *Transcultural health care: A culturally competent approach*. Philadelphia: Davis.
- Shea, C., Pelletier, L., Poster, L., Stuart, G., & Verhey, M. (Eds.). (1999). *Advanced practice nursing in psychiatric & mental health care* . St. Louis: Mosby.
- Sokolik, M. E. (2003). *Navigating webCT: A student's guide*. Upper Saddle River, NJ: Prentice Hall.