

BENEFITS COURSE CONTENT

The transcultural nursing education which has been planned to be implemented especially in Turkey was decided to be as follows:

- 25 hours in one semester 8 hours theoretical and 17 hours practical,
- 3 ETCS (75 h workload for the students),
- Mandatory/elective course but the BENEFITS Group strongly advice that this course should be mandatory for nursing students,
- We could not decide which semester students (It will be optional).

The aim of the course was decided to be “To develop/promote awareness of culture based care; It is aimed that at the end of this course students will be capable of evaluating individual, family and community in a proper and evidence-based manner, and they will be competent to plan, implement and evaluate a culture based nursing care.”

Learning Outputs were as follows:

1. The student has acquired the scientific underpinnings and theoretical bases of transcultural nursing
2. The students apply transcultural nursing theory to practice and basic research
3. The student demonstrates awareness of her/himself as a cultural being and of the beliefs and values of others
4. The student shows an understanding of differences in cultural groups
5. The student demonstrates culturally sensitive knowledge and ethical decision making
6. The student shows an understanding of how beliefs may impact health
7. The student is able to communicate according to culturally specific needs
8. The students perform culturally sensitive assessment of health

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BENEFITS

Better & Effective Nursing Education For Improving Transcultural nursing Skills

RELATED LEARNING OUTPUTS OF THE COURSE	SUBJECT	SUBTITLES	OBJECTIVES	PREPARATION OR HOMEWORK /H	TEACHING METHOD	THEORETICAL OR PRACTICAL	EVALUATION METHOD	DURATION/(H)
1. The student has acquired the scientific underpinnings 2. The students apply transcultural nursing theory to practice and basic research	1. Introduction to Transcultural Nursing I	<ul style="list-style-type: none"> a) Concepts of culture, family and community b) Diversity, prejudice, stereotype, discrimination, stigmatization c) Culture Care Theory by Madeleine Leininger d) Relation of Watson's Human Care with Cultural Competence? e) Professional roles and attributes of transcultural nursing. f) The Purnell Model of Cultural Competence g) Campinha-Bacote's model of Cultural Competence h) Papadopoulos' Model of Cultural Competence 	To learn the scientific underpinnings and theoretical bases of transcultural nursing	<p>Preparation: Not required</p> <p>Homework: Reading List in preparation for next course (video material)</p>	Lectures, readings, and video capsules.	Theoretical	<p>We suggest a Digital Portfolio (see below)</p> <p>Suggested activity: Video capsule Not required, included in subsequent modules</p>	3h

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3. The student demonstrates awareness of her/himself as a cultural being and of the beliefs and values of others	1. Introduction to Transcultural Nursing II	<ul style="list-style-type: none"> a) Awareness of the impact of culturally caring for diverse populations. b) Own barriers and facilitators to enhance culturally appropriate competence 	To gain awareness of her/himself as a cultural being and of the beliefs and values of others	<p>Preparation</p> <ul style="list-style-type: none"> • Self-assessment (scale to be decided) • Readings • Video capsules • Homework <p>Homework:</p> <ul style="list-style-type: none"> • Essay: self-reflection. 	<ul style="list-style-type: none"> • Based on the previous knowledge, several dynamic activities are proposed next to facilitate the student's reflection on cultural diversity. • Case studies and self-written reflections based on a selected model of the ones just presented. 	Practical	<ul style="list-style-type: none"> Portfolio + • After course: Self-assessment (scale to be decided) 	3h
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4. The student shows an understanding of differences in cultural groups	2. Cultural Diversity	<ul style="list-style-type: none"> a) Cultural diversity: definition b) Diversity awareness c) Aspects of Cultural Diversity in Nursing d) Religion/culture-based practices 	To demonstrate an understanding of differences cultural groups	<p>Preparation:</p> <ul style="list-style-type: none"> • Short video & popcorn session • Newspapers' short kiosk <p>Homework:</p> <ul style="list-style-type: none"> • Narrative Photography 	<ul style="list-style-type: none"> • Brief lecture to guide a Narrative Photography (Photovoice) session (1-3). • Flipped classroom (4): groupwork to present religion/culture-based practice from a selected list. 	Theoretical & Practical	Portfolio (essay)	1h Theory + 3h Practice

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5. The student demonstrates culturally sensitive knowledge and ethical decision making	3. Ethics and cultural care	a) Ethical principles embedded in cultural competence b) Ethical decision-making process	To demonstrate culturally sensitive knowledge of models of ethical decision making	Preparation: <ul style="list-style-type: none"> Cinema activity (Group activity watching) Homework: <ul style="list-style-type: none"> Written report on the main conclusion of class debate. 	<ul style="list-style-type: none"> Lecture, readings, video material. Case study (based on personal and/or during their clinical practice) and open debate (subgroups). 	Theoretical & Practical	Portfolio	1 h Theory and 3 h Practice

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6. The student shows an understanding of how beliefs may impact health	4. Culture, health and illness	<p>a) Culturally based health and illness beliefs and practices accross the lifespan</p> <p>b) Culturally based healing and care modalities</p> <p>c) Decision making for students: impaction of right beliefs, wrong beliefs and prejudices on health</p>	To explain how culture affects health, and health beliefs	<p>Preparation: reading (scientific article to be defined)</p> <p>Homework (Group presentations will be included in the Portfolio)</p>	<ul style="list-style-type: none"> Lecture and readings. Presentation: invited guest (focusing on culture, health and beliefs) (*suggested) Flipped Classroom: using group presentations to further explore culturally based health and illness beliefs and culturally based healing and care modalities (the students will shortly present those aspects by group and topic, *(virtual) showroom). 	Theoretical & Practice	Portfolio	1h Theory & 3h Practice

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7. The student is able to communicate according to culturally specific needs	5. Culturally sensitive communication in healthcare	<ul style="list-style-type: none"> a) Defining culturally sensitive communication b) Use of culturally sensitive communication c) Defining attributes d) Communication trikes of culturally sensitive care: communication via interpreter, communication with caregivers and family members. 	To use communication skills according to culturally specific needs	<p>Homework</p> <p>Written debriefing to be included in the Portfolio</p>	Lecture and video material. Role-playing and debriefing.	Theoretical & Practical	Portfolio	1 h Theory & 2.5 h Practice

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8. The students perform culturally sensitive assessment of health	6. Cultural sensitivity	a) Culturally sensitive intervention b) Most Prevalent Cultural Groups Characteristics (to be decided in each country) c) The ACCESS model: a transcultural nursing practice framework: Assessment, Communication, Cultural Negotiation and Compromise, Respect, Sensitivity, and Safety	To apply the transcultural nursing theory to practice	Preparation Reading the scientific article: ACCESS MODEL Homework: Real assessment of a classmate using the ACCESS MODEL	Lecture and readings (Access Paper). Using the ACCESS model to perform a culturally sensitive assessment of health.	Theoretical & Practical	Portfolio (Assessment of a classmate using the ACCESS MODEL)	1h Theory & 2.5h Practice
EXTRA ACTIVITY: Closing Presentations (by group on course-summary) and Farewell				FULL SESSION: lecturers, students				
Totally:					Total:			8T+17P

* The objectives may vary according to the course, and they should be related to the course outputs.

** We should keep in mind that the chapters of the book will also be suitable for this content.

DIGITAL PORTFOLIO (using Padlet¹®):

1. Reflection (post class)

At the end of each class, every student must write a reflection about his/her learning process. This reflection must focus on the following points:

- a. How you felt in the group
- b. What was easy and/or difficult for you during this course and why? How do you think you could improve the areas identified as weaknesses and maintain the strengths

2. Evidence (pre-post class)

- a. What documents have you checked to improve your knowledge?
- b. Why do you think these readings/videos/films have helped you to improve your cultural competence?

3. Homework (pre-post class)

- a. What activities have you completed as part of your homework? Please detail all the activities completed, with detailed clarification of each activity
- b. What have you learned in doing them?
- c. What do you think you still need to learn about cultural competence?

4. Self-assessment (at the end of the course)

- a. Complete your personal Cultural Competence self-assessment here <https://www.cecsb.org/cultural-competence-staff/> and based on your results, try to describe what you need to improve and maintain. Think also about the impact in your clinical practice of not changing the areas you scored low.
- b. Based on the learning objectives and outputs of the course, include an honest quantitative and qualitative evaluation of your learnings. Quantitative assessment requires for a mark from 0 to 10

¹ www.padlet.com

- a. How would you describe your attitudes, knowledge, and skills in terms of cultural competence?

EVALUATION & MARKS

The portfolio will be evaluated using the following rubric designed ad-hoc

ITEM	EXCELLENT (4 points)	GOOD (3 points)	AVERAGE (2 points)	FAIL (1point)
Reflection	*			
Evidence				
Homework				
Self-assessment				
Participation in class				
FINAL MARK				

*Insert your comments in the appropriate box

Maximum mark = 20 points

Minimum mark = 5 points

A minimum mark of 10 points is needed to pass