

I. Course Title:	Decent Work Employment and Transcultural Nursing
II. Course Code:	NCM 210
III. Course Description:	This course will introduce the student to theory and concepts in transcultural nursing, and the role of culture in understanding and caring for diverse clients in health care settings. It will provide an overview of the influence of culture on health care practices and in the delivery of nursing care for individuals, groups, and communities. This course is designed to assist nursing students in learning about culture, belief systems, values, and practices that are specific to identified cultures in order to better understand and provide nursing care that is both culturally competent and culturally sensitive in nature. Various cultures and concepts of health and illness will be examined; special emphasis will be placed on providing health care in Philippine Setting. Culture will also be defined as behavior and established norms found in diverse health care settings. Understanding the "culture of nursing" institutional norms, behaviors, and communication patterns are critical to the students' transition into the workplace. Students will gain self-awareness of their racial, ethnic, and cultural background as a prerequisite for eliciting and responding to clients, needs. Cross-cultural communication will be addressed to provide the student with skills to negotiate cultural differences between clients and providers around health and illness issues.
IV. Course credit/Unit:	Theory: units – 3 hours per week (54 hours)
V. Placement:	AY 2021-2022 – 1 st semester
VI. Prerequisite	
VII. Program Outcomes:	<ul style="list-style-type: none"> a) Apply knowledge of physical, social, natural and health sciences, and humanities in the practice of nursing b) Provide safe, appropriate and holistic care to individuals, families, population group and community utilizing nursing process c) Apply guidelines and principles of evidence-based practice in the delivery of care d) Practice nursing in accordance with existing laws, legal, ethical and moral principles e) Communicate effectively in speaking, writing and presenting using culturally-appropriate language f) Document to include reporting up-to-date client care accurately and comprehensively g) Work effectively in collaboration with inter-, intra- and multi-disciplinary and multi-cultural teams h) Practice beginning management and leadership skills in the delivery of client care using a systems approach i) Conduct research with an experienced researcher j) Engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular k) Demonstrate responsible citizenship and pride of being a Filipino

	l) Apply techno-intelligent care systems and processes in health care delivery m) Adopt the nursing core values in the practice of the profession n) Apply entrepreneurial skills in the delivery of nursing care
VIII. Course/Subject Outcome:	By the end the lecture course, the students will be able to: 1) Caring – students will demonstrate caring attitudes and behaviors as they carry out the work of professional nursing with the understanding of human development, the goal of preserving dignity, and aspirations of promoting health and well ness for individuals, patients, and themselves. 2) Knowledge – students will apply knowledge synthesized from nursing science to evidence-based nursing care delivery 3) Effective thinking – our students will use a variety of thinking methods such as critical thinking, conceptual thinking, implementation thinking, and innovative thinking, to make decisions, solve problems, evaluate information, create new processes, and plan strategies. 4) Communication – Students will demonstrate effective communication skills in therapeutic interactions, inter-professional information sharing and scholarly dissemination. 5) Technological Aptitude – Students will completely use technology to aces information necessary for identifying trends used in decision making, promoting quality improvement, and preserving safety, to provide patient care, collaborate with inter-professional teams, and to continuously advance the nursing profession

X. Learning Plan

Learning Outcomes	Content/Topic	Learning Strategies		
		Classroom	TA	Assessment
At the end of the session, the students will be able to: 1) Define decent work according ILO 2) Discuss the integration of Decent work concepts to the working environment/ condition of nursing (labor force)	Decent work according to ILO Nature of Employment Conditions of Employment Working Conditions & Rest Periods Hours of Work Salary and wages Benefits <ul style="list-style-type: none"> • Holidays, service incentive leaves & service charges • Working Conditions for special groups of Employees – Employment of women) • Health, safety and social welfare benefits • Occupational Health & safety - safety and health standards 	Lecture-discussion Powerpoint presentation Case study Small group discussion	6 hours	Case study output Paper & Pencil Test

	<ul style="list-style-type: none"> Disability & death benefits Insurance benefits Unfair Labor Practices Laws protecting workers			
<p>At the end of the session, the students will be able to:</p> <p>1) Explore communication patterns and strategies to use with to enter into nondiscriminatory dialogue with people of a variety of cultures.</p>	<p>I. Historical and Theoretical Foundations of Transcultural Nursing</p> <p>Definition of cultural nursing History of cultural nursing Transcultural Assessment Model Communication Cultural competence - defined as the ability of health-care providers to function effectively in the context of cultural differences, has been shown to improve the quality of health care received by racial/ethnic minority groups.</p>	Interactive Discussion Reflective study Film showing	6 hours	Reflection paper
Learning Outcomes	Content/Topic	Learning Strategies		
		Classroom	TA	Assessment
<p>At the end of the session, the students will be able to:</p> <p>1. Compare and contrast the major beliefs and value systems of diverse cultural groups.</p> <p>2. Explore personal heritage to determine cultural biases and how these biases influence the practice of culturally competent holistic nursing practice.</p> <p>3. Explore the personal inner strengths, connections with self, nature, Supreme Being, and other meanings of health and illness for both the professional and the consumer.</p>	<p>II. Culture and Cultural Values</p> <p>Social Organization Ethnocentrism Concept of Time Cultural beliefs and practices across different regions Africa Asia Europe North, Central & South America Oceania</p>	Reporting Lecture-discussion Powerpoint presentation Case study Film showing Case presentation	12 hours	Portfolio on different health beliefs & practices across different continents Paper & Pencil Test

<p>At the end of the session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Explore the influence of cultural diversity on the development of therapeutic relationships and communication with clients from diverse cultures. 2. Apply theoretical knowledge of cultural diversity to the nursing assessment and planning in a variety of settings 3. Use models, such as language, to explore barriers in providing culturally competent care. 4. Use a multicultural perspective to evaluate a variety of current health care issues. 	<p>III. Culturally Competent Health Care</p> <p>Cultural Diversity in Health Care</p> <p>Influences/barriers to nursing care</p> <p>Transcultural Nursing Assessment of Different Cultures</p> <p>Ethical Considerations in Transcultural Nursing</p>	<p>Buzz session Reporting Lecture-discussion Powerpoint presentation Interactive Learning</p>	<p>6 hours</p>	<p>Presentation of researches on Health Care across different cultures</p> <p>Paper & Pencil Test</p>
<p>Learning Outcomes</p>	<p>Content/Topic</p>	<p>Learning Strategies</p>		
		<p>Classroom</p>	<p>TA</p>	<p>Assessment</p>
<p>At the end of the session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the relevance and meaning of cultural understanding and culturally appropriate nursing care in health care delivery systems. 2. Discuss how culture and ethnicity influence the consumers' use of the health care services. 	<p>V. Transcultural Health Care Delivery Perspectives</p> <p>The health care delivery system with multicultural health care personnel addressing the needs of culturally diverse clients</p> <p>Transcultural nursing framework for meeting the health care needs of culturally diverse people</p> <p>Current issues and trends on the increasing numbers of culturally diverse individuals who are projected to need nursing care in the future</p>	<p>Small group discussion Reporting Lecture-discussion Powerpoint presentation Informal creative groups</p> <p>Video clips presentation</p>	<p>6 hours</p>	<p>Individual report on different Health Care Delivery System</p> <p>Paper & Pencil Test</p>
<p>At the end of the session, the students will be able to:</p>	<p>VI. Cultural Diversity in the Health Care Workforce</p>	<p>Group dynamics Reporting</p>	<p>6 hours</p>	<p>Presentation on examples of</p>

1) Identify relevant factors that influence cultural diversity in the workforce	Racial/ethnic diversity in the health-care workforce Diversity of values and beliefs in the health-care service delivery. Quality of care through cultural and linguistic competencies Continuing education programs for culturally-diverse healthcare workforce	Lecture-discussion Powerpoint presentation		cultural diversity in the work force Paper & Pencil Test
At the end of the session, the students will be able to: 1. Use community resources to analyze the complex integration of knowledge, attitudes and skills needed for cultural competence	IV. Transcultural Health Domains Health traditions Healing Traditions Familial Health Traditions Health Care Delivery and Issues	Brainstorming Reporting Lecture-discussion Powerpoint presentation	12 hours	Creation of collage on health & healing traditions Paper & Pencil Test

XI. Learning Environment

Students should have a welcoming environment, a classroom setting where they can ask questions openly and feed backing is in place is often conducted. They should be provided with a reading center where they can browse materials needed for their subject requirements.

XII. Resources

IT facilities & equipment (Laptop, LCD projector, screen, wifi connection)
Books and References
Research journals

XIII. Course Requirements

At the end of the semester, the students will be grouped and each group is required to submit

- 1) Case study on the working condition of nurses across the globe
- 2) Portfolio on different health beliefs & practices across different continents

- 3) Compilation of researches on the Health Care across different cultures
- 4) Health Care Delivery System across different cultures
- 5) Compilation on health and health traditions across cultures

XIV. Grading System

Class participation. . .	10%	
Reporting	15%	
Quizzes/assignments.	30%	
Term Paper/portfolio	15%	
Midterm 40%	30%	
Final 60%	100%	
100%		

XV. References

Department of Nursing (2013). Course Syllabus NUR325 Transcultural Nursing. The Lincoln University

La France, Peggy (2015) Course Outline NURS 403 Transcultural Nursing. New York School of Science, Health, & Criminal Justice Nursing. State University of New York College of Technology, Canton, New York

Pector, Rachel E. (2005). Transcultural Nursing. Beliefs and Practices in Illness and Health Care, 6th Edition: Pearson Education South Asia Pte. Ltd, Jurong, Singapore

CURRICULUM MAP

After completion of the course, the student will be able to:	PO1		PO2						PO3	PO4					PO5		PO6				
	a	b	a	b	c	d	e	f	3	a	b	c	d	e	a	b	a	b	c	d	
1) Discuss Decent work according to ILO	P	D	P	P	D	P	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
2) Discuss the nursing theory and concepts within transcultural nursing	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
3) Discuss the importance of transcultural nursing in today's global environment	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
4) Define cultural competence, and identify the role of the nurse when caring for person from diverse backgrounds	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
5) Discuss actual and potential barriers of health care in the context of culture	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

Legend: I - introduced - the student gets introduced to concepts/principles';

P - practiced- the student practices the competencies with supervision

D- demonstrated- the student practices the competencies across different settings with minimal supervision

CURRICULUM MAP

After completion of the course, the student will be able to:	PO7								PO8								PO9						
	a	b	c	d	e	f	g	h	a	b	c	d	e	f	g	h	i	j	a	b	c	d	
6) Discuss Decent work according to ILO	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
7) Discuss the nursing theory and concepts within transcultural nursing	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
8) Discuss the importance of transcultural nursing in today's global environment	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
9) Define cultural competence, and identify the role of the nurse when caring for person from diverse backgrounds	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

10) Discuss actual and potential barriers of health care in the context of culture	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

CURRICULUM MAP

After completion of the course, the student will be able to:	PO9			PO10					PO11		PO12		PO13			PO14	
	e	f	g	a	b	c	d	e	a	b	a	b	a	b	c	a	b
11) Discuss Decent work according to ILO	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
12) Discuss the nursing theory and concepts within transcultural nursing	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
13) Discuss the importance of transcultural nursing in today's global environment	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
14) Define cultural competence, and identify the role of the nurse when caring for person from diverse backgrounds	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
15) Discuss actual and potential barriers of health care in the context of culture	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		

Legend: I - introduced - the student gets introduced to concepts/principles';

P - practiced- the student practices the competencies with supervision

D- demonstrated- the student practices the competencies across different settings with minimal supervision