

# NURS 6350: TRANSCULTURAL NURSING RESEARCH (TCNR) Fall 2016

## Welcome

Welcome to **Transcultural Nursing Research**! In this course, we will explore the definition of culture and what it means to do research with people from different cultures, locally and internationally. We hope you will develop a foundation for transcultural nursing research from conceptualization to dissemination.

The structure of this course has been arranged in four **MODULES** to assist you in organizing your time and efforts. **Module 1** provides a foundation for and introduction to the course. During **Module 2**, you will analyze ethical issues related to transcultural research. In **Module 3**, we will consider methodological issues as applied to research with people different from ourselves. Finally, in **Module 4**, we analyze, and synthesize ethical and methodological issues related to conducting research with those of different cultures.

We tried to be very clear and concise about expectations. However, what is obvious to us when we developed the assignments and course is obvious to us. Your job is to ask questions and seek consultation any time things are unclear. We want this semester to be inspiring and meaningful to both your educational endeavor as well as your future research.

Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information.

## Introduction



I'm Beth Mastel-Smith. I am excited to share the TCNR with you and look forward to a rewarding and enlightening time. My research interest is health promotion of older adults and their caregivers. One thing that fascinates me about aging is the different cultural values attached to the process, outcomes, and relationships that happen at this stage in life. I certainly learned a tremendous amount when working with Malay, Chinese, and Indian family and professional caregivers while living in Singapore. They sparked my curiosity and are my inspiration. I hope you find a similar cultural aspect of your research interest this semester!



I'm Shih-Yu (Sylvia) Lee, a new faculty member at the School of Nursing, and look forward to working with you all in this course. I originally came from Taiwan and have practiced as a nurse and served as nursing faculty in both Taiwan and the United States. My primary areas of research are: 1) culturally competent care for ethnic minority groups' health, notably cultural differences in perceived health care and health disparities, 2) parental

stress with a medically fragile infant with a focus on sleep disturbances and mood status, and 3) symptom management for sleep deprived child-bearing aged women. Hope my bicultural background and expertise could facilitate and increase your awareness of diverse cultures, further to enhance your knowledge of culture from the perspectives of health promotion, health protection and health restoration.

### **Course Description**

Research issues within a cultural milieu are explored. The emphasis is on building a community of nurses who lead through the use of culturally relevant scholarship, knowledge, and technology to improve the health status of diverse communities. Differing world views that shape the delivery of nursing care are acknowledged, recognizing that research undertaken in one culture can have consequences and impacts on another culture.

### **Prerequisites**

Provisional or full acceptance into the doctoral program or permission of the instructor(s) is the only prerequisite for this course.

### **Student Learning Outcomes**

Upon successful completion of the course, the student should be able to:

1. Discuss historical events in transcultural research and the implications for current programs of research.
2. Assess and analyze culturally relevant issues related to conducting meaningful research within a particular culture.
3. Identify how research practices may be adapted for different cultures.
4. Identify the outcomes of nursing research including the dissemination of findings within the context of culture.

## Course Calendar/Schedule

Module	Dates	Topic/Assignment	% Total Grade	Points Possible
<b>Module 1: Introduction</b>				
Week 1	8/29 - 9/7	1. Diversity Eye-Opener Self-Reflection Journal Entry 1 2. DB (due 9/7)	CR 10	100
Week 2	9/8 – 9/14	1. Human Subjects Training (due 9/14)	CR	CR
Week 3	9/15 – 9/21	1. Historical Perspectives; Definition of Culture, Emic & Etic DB 2. Journal entry 2 (due 9/21)	10 CR	100 CR
<b>Module 2: Ethics and Transcultural Research</b>				
Weeks 4 & 5	9/22 – 10/5	1. Read: The Immortal Life of Henrietta Lacks 2. Participate in asynchronous Flipgrid discussion (due 10/5)	5	100
Weeks 6 & 7	10/6 – 10/19	1. Watch the Constant Gardener 2. Write a reflection paper 3. Participate in Group Great Ethical Debate (see module for argument due dates) 4. Journal entry 3 (due 10/19)	10 10 CR	100 100 CR
<b>Module 3: Methodology and Transcultural Research</b>				
Week 8	10/20 – 10/26	MESA Online Module (you do not need to turn in the certificate) 1. Journal entry 4 (due 10/26)	CR	CR
The last day to withdraw from a course without penalty is <b>October 31, 2016</b> .				
Week 9	10/27 – 11/2	1. Analysis Table compare and apply Meleis' 8 criteria to <i>The Spirit Catches You and You Fall Down</i> (due 11/2)	15	100
Week 10	11/3 – 11/9	1. Methodology DB (due 11/9)	10	100
<b>Module 4: Synthesis and Application</b>				
Weeks 11 & 12	11/10 – 11/23	1. 8 & 8 Presentation 2. Journal entry 5 (due 11/23)	10 CR	100 CR
Weeks 13 & 14	11/24 – 12/7	1. Final Analysis Table and Conclusions (due 12/7)	20	100
Week 15	12/8-12/14	1. Journal entry 6 (due 12/14)	CR	CR

Note: Assignments are due on Wednesdays by 12 m/n CST.

## Textbook Information, Other Readings and Materials

Fadiman, A. (1998). *The spirit catches you and you fall down*. New York, N.Y.: Farrar Straus and Giroux.

Le Carré, J. (Writer, novel), Caine, J. (Writer, screenplay), & Meirelles, F. (Director). (2005). *The constant gardener* [Motion picture]. (Available from [Amazon.com](http://Amazon.com)).

Skloot, R. (2011). *The Immortal Life of Henrietta Lacks*. New York, N. Y.: Crown Publishing.

### **Grades and Grading**

Final grades for the course will be determined based upon the following point assignments:

- A - 90-100
- B - 80-89
- C - 70-79
- D - 60-69
- F - Below 60

### **Reading Assignments**

- Assigned readings in doctoral education are the beginning, not the endpoint. These readings will point you in the direction of continued reading and pondering of your scholarly thoughts. Each participant is responsible for completing the reading assignments in a timely manner.
- Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.

### **PARTICIPATION EXPECTATIONS**

**DISCUSSION BOARD:** During this journey, you will participate in group discussions to help you become familiar with the concepts and principles of ethically and methodologically appropriate transcultural research. Topics vary and are introduced in the relevant modules. Please refer to the details outlined below:

The purpose of the **discussion board** in an online doctoral program is to take the place of the class interchange that would occur in a face-to-face class. It is your opportunity to demonstrate your mastery of the assigned readings and your ability to supplement those readings with expanded exposure to related (and sometimes contrary) information that you will seek in your self-directed quest to understand and be informed. To that end, we will expect you to share ideas you have gained from the literature noting the source and interpreting into your own words. We will also expect that you will use a complex thought process to dissect and analyze what you read in the literature and in the discussion thoughts of your fellow students as you offer your own insights. We do not care if you use big words or a lot of words (remember, the world values parsimony), but we are eager to read your thoughtful insights into the questions and statements, your analysis of the words and ideas, and your recommendations for future pathways for nursing and healthcare.

- Each participant is responsible for participating in the asynchronous discussions. This participation will include posting answers to questions posed by the instructor and / or replying to other participants' postings (read: both posts for a discussion might be in response to someone else's post). Two posts from each student are expected during each discussion unless otherwise stated.

- Postings must be timely. Deadlines are listed in the Course Schedule. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date. Discussion boards terminate on the day following the assignment due date.
- Participants should plan on entering the Discussion area at least three times in order to read and comment on others postings. Posting answers to the questions posed in the Discussion area should be done in advance of the deadline in order to allow other participants the opportunity to comment.
- Quality of answers is as important as quantity. A participant's comments should **add to the discussion**. Comments should be supported with references cited appropriately.
- The instructor and/or participants may use synchronous chats as the need arises.
- APA format is expected including grammar, spelling, and punctuation, accurate presentation of reference citations in text and with full citations at the bottom of the post.

Note: When posting to the discussion area, please type in your comments directly into the discussion. Do not type your comments into a document and then attach it to the discussion-this method is difficult for some students to access. You may type your comments into a Word document, then copy and paste it into the Discussion Board. You must use the “clipboard icon” on the top of the discussion board frame into which you are typing in order to paste in Blackboard.

### **Asynchronous Video Discussion, Flipgrid**

UTT has subscribed to Flipgrid, a video forum and we will pilot test it during Transcultural Nursing Research this semester. The Flipgrid discussion will be in response to the book, *The Immortal Life of Henrietta Lacks* in Module 2. We look forward to testing this innovative communication tool and look forward to your feedback.

### **Self-Reflection Journal Entries**

Before class begins, you will complete the Intercultural Development Inventory (IDI) and meet with Ms. Jensen who will go over the results with you. Throughout the semester you will complete six reflexive journals based on the feedback you received on your individualized IDI Plan. The intent is to provide you the opportunity to examine your cultural background, values and perceptions of people different from yourself and promote intercultural awareness and development. Journal entries will be graded on a Pass / Fail basis. Evidence of thoughtful reflection is required for a passing grade.

NOTE: We suggest that you read the entire IDI Plan at the beginning of the semester. Schedule a time to relax and focus on all the content - there is a LOT of information. Some of the journal entries require participating in an activity before answering the assigned questions. Allow yourself time between journal assignments to complete activities then write the entries. That is why it might seem that the journals are not evenly spaced throughout the semester. We wanted to give you time to complete activities, reflect and compose your journal entry.

Journal entry content is as follows:

Journal 1: During Module 1, you will complete a Diversity Eye-Opener Activity. Upload answers to these questions to Journal 1. Remember to participate in the Module 1, Week 1 Discussion Board.

Journal 2: Part 1: Complete Step 1 of your individualized IDI Plan. NOTE: You do NOT have to share this information with your instructor. Part 2: In your journal answer Step 2 questions 2.1, 2.2, 2.3, and 2.4.

Journal 3: Based on your individualized feedback, write one goal and one measurable progress indicator in your journal (Step 3 of your IDI Plan).

Journal 4: Identify one or two intercultural stress points and answer item 4.2; write the goal and your answer in your journal (Step 4 of the IDI Plan).

Journal 5: Select and execute one suggested activity included in your plan. Describe the activity in your journal and reflect on the process and what you learned (Step 5 of the IDI Plan).

Journal 6: Final Reflection: Select two of the three questions at the end of your individualized IDI Plan and answer them in this final journal entry. Please share any responses you had to this part of TCNR (taking the IDI, journal entries and reflexive exercises).

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## DISCUSSION BOARD GRADING RUBRIC

CRITERIA	0	25	50	75	100
Format and logical progression of posting	Spelling and grammar errors detract from the substance of the posting; random thoughts with no sense of a plan to reach a logical conclusion. No clear main idea or direction for flow of information.		midpoint		Form is superior; obvious attention to proofreading and grammar. Main idea is stated early and clearly; argument or ideas are built using a logical progression of thoughts which are stated clearly and succinctly.
Depth and relevance of post to the topic at hand	Posting shows superficial thinking based on personal experiences or opinions only, there is little consideration of contributions to the topic in the literature or from colleagues. Literature support is not relevant to the topic or major literature contributions are missing. Post strays from topic with much irrelevant information and does not address the intent of the assignment. No references cited.		midpoint		Posting clearly shows evidence of critical thinking and analysis to a substantial depth expected of a doctoral student. Ideas offered are relevant to the topic and show the ability to extrapolate complex ideas from various sources into a coherent argument or statement(s). Two or more relevant references cited; cited references are appropriate and indicative of the best knowledge on the topic. (NOTE: some discussions DO NOT require two citations. This is clarified in each Module.)
Contribution to the learning community	Posting is largely aimed at self-expression without consideration of the reader. There is no room for dialogue or disagreement and no acknowledgment of the potential contributions of others. The posting is a rehash of old ideas without consideration of how these can advise the future. No evidence is found of making the material consumable or reader-friendly.		midpoint		Posting shows an astute awareness of the needs of the learning community with an interest in their growth and knowledge acquisition; attempts to move colleagues into meaningful dialogue and presents creative approaches that are open to discussion. Post contributes to the progression of nursing as a scholarly community but is presented in a clear, enlightening, and engaging way..
Punctuality and timeframes	Posting is late leaving little opportunity for student colleague feedback and interchange.		Midpoint		Posted well before deadline with opportunity for student interaction and feedback.

**THE GREAT ETHICAL DEBATE:** In Module 2, Groups will debate the ethics of a study that took place in India. The debate will take place over two weeks. The “pro” group will create and post an opening statement, the “con” group will post a rebuttal and both groups will post closing statements. Details and due dates are located in Module 2, Weeks 6 & 7.

**REFLECTION PAPER:** In Module 2, you will also watch the movie the Constant gardener and write a short reflection paper due at the end of Week 7.

**8 & 8 PRESENTATION:** Module 4 is dedicated to analysis and application. To that end, you will select a cultural group other than one with which you identify OR is the target of your dissertation research. Using Meleis’ eight criteria and Lavery’s eight principles, you will create a presentation that summarizes your approach to transcultural research with a diverse sample.

**ANALYSIS TABLES:** These assignments require the analysis, application, and evaluation of transcultural research. You will use Meleis’ eight criteria for doing culturally appropriate and rigorous research and Lavery’s eight principles for ethical transcultural research to analyze, (a) a case study example of Lia Lee from The spirit catches you and you fall down and (b) compare and contrast two “transcultural nursing research” studies. Please refer to the Analysis Table instructions and grading criteria for more information in Module 3 and 4.

Specific guidelines and grading criteria are located in the respective modules’ assignment links.

### **Written Assignments/Projects Turn-In Process**

- Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- All written assignments should be submitted through the assignment links. If your web connection is down for some reason, please contact your instructor by email or phone to make arrangements to get the assignment submitted within the posted time constraints.
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work.
- Late assignments will receive a 5 point deduction for each day that the assignment is late. *If unavoidable situations occur, e.g., work or family emergencies or illness that prevents timely submission of assignments, contact your instructor BEFORE the assignment is due.* Extensions to assignment deadlines can be negotiated with the instructor but need to be *negotiated in advance*; retrospective extensions will not be awarded.
- Assignments will be posted on the Discussion Board or through the assignment link. Grading rubrics will be provided and faculty will grade within the Blackboard site (we will not download, save and return assignments).

Grading components are assigned weights based upon the work required of the participant and the importance to the course. You must achieve an average of 80% to successfully complete the course. The last day to withdraw from a course without penalty is **October 31, 2016.**

## Email

To communicate by email within the course with other participants or all participants, click the Communications link on the left side of the Blackboard frame. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. If you need more instructions on how to send email messages with Blackboard please read the student manual located in the Resources area of the course.

Instructors make every effort to respond quickly to your emails. Generally speaking, we check email daily during the workweek and less frequently on the weekend. We generally do not respond to weekend emails until Monday morning. Occasionally, one of us may be traveling, and it might take up to 48 hours to respond. If our schedules make us unavailable to answer emails for an extended period, we will try to post an announcement so that you can plan accordingly. One caveat: technical problems in email systems may slow down responses! Our priority is communicating with you, so if there are any problems, we will work to solve them.

## Digital Library Resources

Students enrolled in this course have online access to the UT Tyler [Robert R. Muntz Library](#). Follow this link, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. If a particular journal is not available, the library staff will procure the article for you using the Iliad feature. Please take the time to update your account and get familiar with the resources available. They are awesome.

## Technical Support

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu)

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

You may also visit the Help Tab in Blackboard for helpful information.

## 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.

## **Technical Information**

The following information should be included in your syllabus to give direction to the students on how to obtain technical support should problems arise with Blackboard. Also included is a short list of browser plug-ins and other suggested applications that students should make sure they have installed and/or updated.

## **Plug-ins and Helper Applications**

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. <http://get.adobe.com/reader/>
- **Java Runtime Environment (JRE)** allows you to use interactive tools on the web.  
<http://www.java.com/en/download/>
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations.  
<http://get.adobe.com/flashplayer/>
- **QuickTime** allows users to play back audio and video files.  
<http://www.apple.com/quicktime/download/>
- **Windows Media Player** allows you to view, listen and download streaming video and audio. <http://windows.microsoft.com/en-US/windows/products/windows-media-player>
- **RealPlayer** allows you to view and listen to streaming video and audio.  
<http://www.real.com/>

## **University Policies**

Please see <http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf> for all current University policies.

## **Getting Started**

Time WILL fly this semester so don't hesitate, record assignment due dates on your personal calendar and get started! It's going to be a BLAST!