



# COURSE OUTLINE

## EXP200

Prepared: Andrew Metcalfe MN NP-PHC Approved:

<b>Course Code: Title</b>	EXP200: CROSS-CULTURAL LEARNING EXPERIENCE
<b>Program Number: Name</b>	3024: PRACTICAL NURSING
<b>Department:</b>	BSCN - NURSING
<b>Semester/Term:</b>	17F
<b>Course Description:</b>	This general education course provides students with basic academic and practical preparation for intercultural service in which the focus is placed upon strengthening families and building community capacity. Students will gain an understanding of the importance of education, access to water and health services, food security and agricultural and alternate income sources with a sustainable approach. Students will participate in activities utilizing these cornerstones to support and contribute to the development, empowerment and independence of individuals, families, and communities. This intercultural course as an elective involves, preparatory learning and direct personal involvement, including both emic (insider) and etic (outsider) reflections of the planned service cultural experience from the students perspective.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	104
<b>Vocational Learning Outcomes (VLO's):</b>	<ul style="list-style-type: none"> <li>#1. Communicate therapeutically with clients and members of the health care team.</li> <li>#2. Assess clients across the life span, in a systematic and holistic manner.</li> <li>#3. Plan safe and competent nursing care, based upon a thorough analysis of available data and evidence-informed practice guidelines.</li> <li>#4. Select and perform nursing interventions using clinical judgment, in collaboration with the client and, where appropriate, the health care team, that promote health and well-being, prevent disease and injury, maintain and/or restore health, promote rehabilitation, and/or provide palliation.</li> <li>#5. Evaluate the outcomes resulting from all interventions in the nurse-client interaction and modify the plan of care as required.</li> <li>#6. Act equitably and justly with clients and members of the health care team.</li> <li>#7. Adapt to a variety of health care settings, using different leadership skills and styles as appropriate to each setting.</li> <li>#8. Contribute to creating a healthy and safe work environment in a variety of health care settings.</li> <li>#9. Practise in a self-regulated, professional and ethical manner, complying with relevant legislation and with the standards of both the regulatory body and the practice setting to provide</li> </ul>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	



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	safe and competent client care.
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#3. Execute mathematical operations accurately.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>
<b>General Education Themes:</b>	<p>Arts in Society</p> <p>Civic Life</p> <p>Social and Cultural Understanding</p> <p>Personal Understanding</p> <p>Science and Technology</p>
<b>Course Evaluation:</b>	Satisfactory/Unsatisfactory
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	<p>Evaluation</p> <p>1. Cultural Competency Exam 30% The format for this test may include a combination of multiple choice questions, matching questions, focusing on cultural competence, awareness, and responsiveness.</p> <p>2. Reflective Journal 20% Please refer to Syllabus for further instructions. APA format will be required. This is a formal paper that will depict the students perspective of the experience</p> <p>3. Presentation 40%</p>



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The presentation can be in a medium of choice by the presenter(s). Audience may include any of the following, student groups, faculty, college staff, community partner, community group. The presentation date must be planned and agreed upon by the faculty advisor, the student(s) presenting and the audience.

4. Community Service Learning Placement Satisfactory/Unsatisfactory: Refer to Syllabus for additional information.

5. Participation 10%

This will comprise of the students level of involvement with engaging in the activities and group discussions during the course/travel experience.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Cultural Competency Exam	30%
Participation	10%
Presentation	40%
Reflective Journal	20%

**Course Outcomes and Learning Objectives:**

**Course Outcome 1.**

The learner will:

1. Apply the principles of health promotion in relation to the identified determinants of health (education, water, health, food security and agriculture, and alternative income) during the learning experience.
2. Demonstrate an understanding of cultural competence as evidenced though daily interactions during the experience, during the “end of day” reflections, group activities and daily debriefing, supported with independent self-reflections and journaling.
3. Be able to verbalize the importance of a community investment approach towards the development of a sustainable infrastructure as opposed to individual hand-outs.
4. Develop donor campaign to ensure growth and continuity for future service learning opportunities through efforts to develop diverse and creative fundraising efforts.
5. Collaborate with other campus groups, programs, or student initiatives to share insight of their educational experience.



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6. Engage other students, faculty, college staff, and/or community members in a intercultural presentation that promotes initiatives relevant to world issues reflective of the service experience.

### **Learning Objectives 1.**

Upon successful completion of this course, the student will demonstrate the ability to:

- Identify the importance of cultural competency to understand the needs of individuals, families or groups that is respectful and responsive to the needs of diverse populations.
- Develop an awareness of global and local issues.
- Become familiar with broad intercultural relationships as they relate to the learning experience.
- Learn skills that help in developing viable solutions to issues and problems through engaging in social justice learning and action.
- Demonstrate leadership skills that can be applied to global and local levels to engage in creating change.
- Strengthen cross cultural engagement among the student body and campus community

#### THEORETICAL KNOWLEDGE AND COURSE CONCEPTS:

- Cultural competence, responsiveness and awareness
- Empowerment (hand up vs hand out)
- Group Process and Communication
- Determinants of Health

**Date:**

Wednesday, August 30, 2017

Please refer to the course outline addendum on the Learning Management System for further information.