NORTFOLK STATE UNIVERSITY
DEPARTMENT OF NURSING
NORFOLK, VIRGINIA 23504

Nursing 321
Course Outline

COURSE TITLE
Multiculturalism and Biomedical Ethics

CREDIT
Three Semester Hours

PLACEMENT
Senior Year, Both Semesters
(First summer session, second-degree track)

PREREQUISITES
Admission to the program or by permission of the instructor

INSTRUCTORS
Agnes Richardson-Collins, MSN, RN
Sandra Taylor, Ph.D, RN

COURSE DESCRIPTION
This course is designed to sensitize students to the differences and similarities of culturally and racially diverse groups with regard to health and illness. The students will also be encouraged to clarify personal values and develop an appreciation for the values that underpin health decisions made by the consumers of health care.

COURSE OVERVIEW
Multiculturalism and biomedical ethics impact upon the delivery of nursing assistance. The purpose of this course is to sensitize students to these parameters in order to deliver individualized nursing assistance. In small groups, students explore the perceptions of wellness-illness of culturally and racially diverse groups, in regard to health and illness, culturally related healing methods and current health problems. The nurse’s role as a change agent in eliminating societal barriers to health care is also explored. Furthermore, in a written presentation, students discuss a cultural/ethical issue presented in class or a cultural/ethical issue encountered in their role as health care providers.
COURSE OBJECTIVES

By the completion of this course, the student will be able to:

1. Describe a system of nursing assistance which reflects ethical and multicultural factors;

2. Analyze the impact of biomedical/ethical and cultural issues in relation to decision-making by consumers of health care;

3. Analyze strategies by which professional nurses promote the health and well-being of diverse cultural and racial groups;

4. Discuss the impact of legal-ethical, political, social and economical policies on the health care of diverse cultural and racial groups;

5. Discuss the role of the professional nurse as a change agent in eliminating barriers to care for a culturally and racially diverse population; and,

6. Analyze research findings related to multicultural and bioethical issues and dilemmas in nursing and health care.

TOPICAL OUTLINE

I. Culture/Multiculturalism
   A. Concepts defined
   B. Related concepts
   C. Implications for a pluralistic society

II. Implications for Nursing and Health Care Delivery System
   A. Health care delivery problems
      1. Attitudes and self-awareness of providers
      2. Poverty and its impact on health care
      3. Possible health problems related to nutrition and life style
   B. Culture: its effect on the perception of health and illness
      1. Native American
      2. Asian American
      3. African American
      4. Hispanic American
      5. Appalachian American
III. Biomedical Ethics

A. Introduction to ethics and ethical issues
B. Conceptualization of ethics and ethical issues
   1. Definition of key concepts
   2. Foundational ethical principles
   3. Secondary ethical principles
C. Models for ethical decision-making
D. Patients’ Rights and Professional Obligations
   1. Patient’s Bill of Rights
   2. Nursing ethics
E. Biomedical Ethical Issues

METHODS OF INSTRUCTION

Lecture
Discussion
Small groups

LEARNING EXPERIENCES

The student will:

1. Participate in classroom discussions and activities by completing assigned readings and responding to classroom questions;

2. In a small group, present data relative to an ethnic group. The data should focus on the group’s perceptions of health and illness, traditional healing methods, and current health problems;

3. Submit personal journal/log, according to specified criteria, recording moments in professional and/or personal experience, which reflect cultural concerns, issues, dilemmas, and/or happenings;

4. Write a reaction paper concerning and identified ethical issue. The analysis must include both the pro and con of the issue and identify an ethical decision-making model/or concept(s) used in the resolution of the issue.
METHODS OF EVALUATION

Group presentation...........................................45%
Reaction Paper..................................................35%
Mini-Reaction Papers.........................................10%
Class participation...........................................5%
Journals.........................................................5%

CRITERIA FOR GRADING

Class participation

The student will:

1. come to each class (on time) prepared to discuss topic;
2. volunteer ideas and information in group discussion;
3. not interfere with exchange of ideas and information despite personal disagreement;
4. identify misinformation and muddled thinking by requesting clarification;
5. participate equally with other group members;
6. respond to other student’s ideas, not just the instructor’s;
7. stay within topic and objectives designed for class session;
8. not distract from person speaking;
9. back up statements and opinions with rationale or evidence; and,
10. meet own learning needs without interfering with those of other class members.
Format for Group Presentation

I. Brief history of the origins of the cultural group, including location

II. Value orientation
   A. World view
   B. Code of ethics
   C. Norms and standards of behavior (authority, responsibility, dependability, competition)
   D. Attitude toward:
      1. Time
      2. Work vs. play/leisure
      3. Money
      4. Education
      5. Physical standards of beauty, strength
      6. Change

III. Interpersonal relationships
   A. Family
      1. Courtship
      2. Kinship patterns
      3. Child-rearing patterns
      4. Family function
         a. Organization
         b. Roles and activities (gender roles, division of labor)
         c. Special traditions, customs, ceremonies
         d. Authority and decision-making
      5. Relationship to community
   B. Demeanor
      1. Respect and courtesy
      2. Politeness, kindness
      3. Caring
      4. Assertiveness vs submissiveness
      5. Independence vs dependence
   C. Roles and relationships
      1. Number and types
      2. Functions
IV. Communication

A. Language patterns
   1. Verbal
   2. Nonverbal
   3. Use of time
   4. Use of space
   5. Special usage: titles and epithets, forms of courtesy in speech, formality of greetings, degree of volubility vs reticence, proper subjects of conservation, impolite speech

B. Arts and music
C. Literature

V. Religion and magic

A. Type (modern vs traditional)
B. Tenets and practices
C. Ritual and taboos (e.g., fertility, birth, death)

VI. Social systems

A. Economics
   1. Occupational status and esteem
   2. Measures of success
   3. Value and use of material goods

B. Politics
   1. Types of system
   2. Degree of influence in daily lives of populace
   3. Level of individual/group participation

C. Education
   1. Structure
   2. Subjects
   3. Policies

VII. Diet and food habits

A. Values (symbolism) and beliefs about foods
B. Rituals and practices
VIII Health and illness belief systems

A. Values, attitudes, and beliefs
B. Use of health facilities (popular vs folk vs professional sectors)
C. Effects of illness on the family
D. Health/illness behavior and decision-making
E. Relationships with health practitioners
F. Biological variations

# Evaluation of Group Presentation

## Nursing 321

(to be completed by instructor and peers)

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<thead>
<tr>
<th>CRITERIA</th>
<th>POINTS</th>
<th>COMMENTS</th>
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<tr>
<td><strong>A. PRESENTATION OF MATERIAL</strong></td>
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<td>1. Development and presentation of material were consistent with objectives.</td>
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<td>2. Prepared for session.</td>
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<td>3. Organization of presentation.</td>
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<td>4. Clarity of explanation for implications for health care provider.</td>
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<td>5. Use of examples and applications to enhance meaningfulness of presentation.</td>
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<td><strong>B. PARTICIPATION AND CLASS INTERACTION</strong></td>
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<td>6. Receptive to participants' questions and comments.</td>
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<td>7. Receptive to divergent points of view.</td>
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<td>8. Stimulated my intellectual curiosity.</td>
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<td>9. Maintained a sufficiently relaxed atmosphere.</td>
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<td>10. Answered questions effectively.</td>
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<td><strong>C. PRESENTERS' STYLE</strong></td>
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<td>11. Spoke distinctly and with sufficient volume.</td>
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<td>12. Demonstrated interest in the subject presented.</td>
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<td>13. Did not read excessively from notes or text.</td>
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**TOTAL**
Criteria for Evaluation of Personal Journal
Nursing 321

Objectives of Assignment:
1. To stimulate self-discovery through reflection and introspection.
2. To relate course content to actual personal and professional experiences.
3. To assist in the identification of cultural/ethical "moment."
4. To monitor progress toward achievement of course objectives.

Grading:
The journal will be graded using the following criteria:

"A" Grade
1. The journal must be submitted on the due date.
2. It must contain the following:
   a. A list of personal objectives related to the course objectives;
   b. Detailed progress toward meeting the objectives;
   c. Descriptive notes on cultural "moments;"
   d. Annotated bibliography of journal articles read to complement achieving the personal objectives.
   e. A self-portrait at the end of the cultural section detailing identified self-growth.

"B" Grade:
1. The journal must be submitted on the due date.
2. The journal contains minimally everything in the "A" journal.

"C" Grade:
1. The journal is submitted no more than one (1) week past the due date.
2. The journal contains the same criteria as the "A" journal.
Unsatisfactory:

1. Journals more than one week late.

TEXTBOOKS:

Required:


Suggested Readings:


Course Calendar

Week 1: August 29:

Introduction to course: "Awareness Activity" Culture/multiculturalism: Major concepts

Week 2: September 5:

Implications of multiculturalism for nursing and health care delivery system. Journal # 1 due.

Week 3: September 12:

Native American group presentation/discussion

Week 4: September 19:

Asian American group presentation/discussion

Week 5: September 26:

African American group presentation/discussion

Week 6: October 3:

Hispanic American group presentation/discussion

Week 7: October 10:

Appalachian American group presentation/discussion
Journal # 2 due

Week 8: October 17:

Introduction to ethics and ethical issues
Read: Husted & Husted Chapters 1, 2, & 3

Week 9: October 24:

Conceptualization of ethics and ethical issues
Read: Husted & Husted Chapters 4, 7, & 8

Week 10: October 31:

Health care as a right or as a privilege
Read: Husted & Husted Chapters 11 & 12
Week 11: November 7:

  Foundational ethical principles  
  Read:  Husted & Husted Chapters 5 & 6

Week 12: November 14:

  Secondary ethical principles  
  Read:  Husted & Husted Chapters 9 & 10

Week 13: November 21:

  Ethical decision making  
  Read:  Husted & Husted Chapters 13, 14, & 16  
  Reaction Paper Due

  THANKSGIVING BREAK  (November 24-28)

Week 14: November 28:

  Ethical decision making models  
  Read:  Husted & Husted Chapters 15 & 17

Week 15: December 5:

  Evaluation

NOTE:  Mini-reaction paper topics will emerge out of lecture / seminar discussions and will be announced accordingly.
UNIT I: Culture/Multiculturalism  
Nursing 321

Unit Objectives:

1. Define culture;

2. Analyze the impact of culture upon a group of people;

3. Define multiculturalism;

4. Describe the "melting pot" ideology;

5. Discuss several theories of assimilation;

6. Describe other selected concepts related to cultural diversity.

Learning Activities:


Review the literature for articles related to the unit. Prepare two (2) journals and give to instructor.

Methods of Evaluation:

Group presentation, according to specified criteria and two (2) journals according to APA format.
UNIT II: Implications for Nursing 
and the Health Care Delivery System 
Nursing 321

Unit Objectives:

1. Analyze the impact of cultural diversity on the health care delivery system;

2. Describe activities that can be utilized to enhance cultural understanding;

3. Describe the impact that poverty has on health care for minorities;

4. Discuss the impact of cultural diversity on a people’s perception of health and illness;

5. Discuss perceptions of health and illness among the following cultural groups; Native Americans, African Americans, Hispanic Americans, Asian Americans and Appalachian Americans; and,

6. Discuss current health care problems of the cultural groups listed in the previous objective.

Learning Activities:


Review the literature for articles related to the unit. Prepare two (2) journals and give to the instructor.

Methods of Evaluation:

Group presentation, according to specified criteria and two (2) journals APA format.
UNIT III: Biomedical Ethics
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Unit Objectives:

1. Define biomedical ethics;

2. Discuss the purpose, function, and role of ethics for a discipline;

3. Discuss personal conflict vs ethical consideration in regard to rendering nursing assistance;

4. Identify personal values/beliefs regarding selected ethical issues;

5. Analyze selected models of ethical decision-making;

6. Apply a model of ethical decision-making to the design of systems of nursing assistance for hypothetical clients undergoing ethical dilemmas.

Learning Activities:

Read:


Methods of Evaluation:

Submission of reaction paper, according to specified criteria.
Criteria for Evaluation of Reaction Paper
Nursing 321
(Maximum 5-6 Pages)

The purpose of this paper is to present the student's reaction to one of the ethical issues presented in class or an ethical issue encountered in his/her role as a health care provider. Topics may include cultural issues that are ethical issues as well. This paper must include the student's interpretation of the professional nurse may cope with similar ethical issues in practice. All papers must be submitted in current APA format, typed and doubled spaced. Grading criteria will be submitted prior to the date on which the paper is due.

Grading Criteria
Content:
A. Mechanics: 30%
   English usage: correct spelling, grammar, capitalization, punctuation, sentence structure, and paragraph construction, correct documentation form (APA format).
B. Organization: 10%
   Clarity: writer's intent clear, relation to objectives obvious.
C. Content: 60%

1. Introduction: Describe purposes and overall organization of the topic (5 points).

2. Contains the following sections:
   a. Identification and discussion of the ethical issue and/or dilemma including identification and discussion of significant precipitating factors, context of occurrence, and essence of the dilemma (25 points);
   b. Identification and discussion of ethical decision making model used including identification and discussion of relevant or significant theoretical and philosophical underpinning (15 points);
   c. Identification and discussion of the decision made including an identification and discussion of the two best alternatives and why this decision was the best among the alternatives (15 points);