NURS 6350: TRANSCULTURAL NURSING RESEARCH (TCNR)
Spring 2021

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 to assist you in organizing your time and efforts. The first weeks provide a foundation for and introduction to the course. Then, we will analyze ethical issues related to transcultural research followed by methodological considerations as applied to research with people different from ourselves. Finally, we analyze and synthesize ethical and methodological issues related to conducting research with those of different cultural backgrounds.

I tried to be very clear and concise about expectations. However, what is obvious to me when I developed the assignments and course is obvious to me. Your job is to ask questions and seek consultation any time things are unclear. I want this semester to be inspiring and meaningful to both your educational endeavors 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!

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

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

Module	Assignment	% of Total Grade
1	Student Profile, Introductions Self-Awareness Reflection Activity Synchronous Zoom Discussion	5
2	Definitions (written) Discussion	5
3	Human Subjects CITI Training	0
4	The Great Ethical Debate	15
5	Mrs. Lacks	10
6	The Constant Gardener	10
7	Synchronous Zoom Discussion with Dr. Ashleigh Day, Guest Speaker	5
8	Online Methods Module **The last day to withdraw without penalty: March 23**	0
9	The Spirit Catches You and You Fall Down Critique	20
10	Final Critique	30

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).

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*** 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 replying to other participants' postings. 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.

DISCUSSION BOARD GRADING RUBRIC

CRITERIA	0		12.5		25
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.				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.				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.				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.				Posted well before deadline with opportunity for student interaction and feedback.

THE GREAT ETHICAL DEBATE: Two 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. Due dates are posted under the Assignments tab.

You will watch the movie **The Constant Gardener**. During a face to face meeting via zoom we will decide on the format of an assignment related to this topic. Come prepared with out of the box ideas.

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.

Specific guidelines and grading criteria are located in the respective Assignments tab.

Written Assignments

- Deadlines are listed in the Course Schedule.
- Please note that all written assignments must be submitted by midnight *Central Time* on the due date.
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the [Handbook of Operating Procedures](), University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.
- Late assignments will receive a 5 point deduction for each day. If your Internet connection is down or life happened and you are unable to meet the due date, please email me **before the due date / time** to negotiate an extension. No points will be deducted if you have notified me in advance.

Turnitin

Turnitin is a feature provided by Canvas that is designed to detect plagiarism or non-original student work. This feature is set up so that when you submit papers, they are automatically sent through Turnitin. The program checks your work against a comprehensive database of source material including previous students' work and other papers and materials found on the web. An originality report will be generated that indicates the percentage of non-original material (text that matches existing sources) found in your paper. The purpose of using Turnitin in

your course is to ensure you are writing original papers and to encourage you and all students to properly attribute all sources used.

Assignment Turn-In Process

All assignments and projects will be submitted through the assignments link of Canvas. Use the following process to prepare and submit assignments:

- Prepare your assignment using Microsoft Word. Name your assignment with the following convention: last name first initial, assignment title (ex. Last F_Assignmenttitle)
- Copy and paste the content into the assignment window AND upload your saved assignment document via the assignment link. I prefer to grade in the assignment window but also like to have the option to save so please help me out and cover all the bases. Thanks in advance.

Email

To communicate by email within the course with other participants or all participants, click the Inbox on the left side of the Canvas frame. Click on the leaf in the upper left corner 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 Canvas please read the student manual located in the Help area of the course.

The course email is bmastelsmith@uttyler.edu Questions or problems other than technical problems (see Technical Requirements in this Syllabus) may be submitted to the email address above.

I will make every effort to respond quickly to your emails. Generally speaking, I check email twice a day during the workweek. Do not expect responses on the weekend. Occasionally, I will be traveling, and it might take up to 48 hours to respond. If I am unavailable for an extended period, I will post an announcement so that you can plan accordingly. One caveat: technical problems in email systems may slow down responses! I am committed to communicate with you in a timely manner, so if there are any problems, I 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 Information

If you experience technical problems, contact the 24/7 Canvas Support by phone or chat by clicking the Help button in Canvas which is located at the bottom of the Canvas Global Menu on the left side of the window.

When you contact Canvas Support, be sure to include a complete description of your problem or question 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 can also search the Canvas Student Guide for useful information on using Canvas at https://community.canvaslms.com/docs/DOC-10701 If you are experiencing login/password problems or need support for other technical issues, contact Campus Computing Services located in the Business Building (BUS 101), by phone 903-565-5555, or by email at itsupport@uttyler.edu