



Course Outline

Our Vision: Rooted in our communities, we will be a globally recognized college delivering innovative learning opportunities and preparing career-ready graduates to be leaders in their fields.

Mission: We are dedicated to student success, academic excellence, and leadership in our communities.

Land Acknowledgement: St. Lawrence College is situated on the traditional lands of the Haudenosaunee and Anishinaabe People. May we always be grateful to live and learn on these lands.

Making Cross-cultural Connections: An International Nursing Elective

Course Information

Course Code: NURS1002DG

Program(s): BScN

Credit Weight: 3

Total Course Hours: 136

Hours by Instructional Environment: Class: 36 Lab: Field: 100 Other:

Pre-requisite(s):

Co-Requisite(s):

Course Equivalencies: NA

PLAR: other

Experiential Learning: yes

Sustainability Development: yes

Competencies: 2.2; 2.5; 2.8; 7.11; 8.3; 9.3; 9.6

Campus Dean/Associate Dean Signature of Approval: _____

Effective Date:

Course Description

This international nursing elective will provide students with an opportunity to learn about and experience global health in an international setting. This course will expose students to different beliefs, values, attitudes, and behaviors, providing opportunities for self-reflection on personal values and biases, and expanding understanding of other cultures and their personal cultural competency. Through integration of new and prior

learning, students will foster an enhanced understanding of the influence of the Social Determinants of Health on individual, community, and global health.

Course Learning Outcomes

At the conclusion of this course, you will be able to:

Ontario Qualifications Framework Category	Course Learning Outcomes
Depth and Breadth of Knowledge	1. Identify health care systems in a foreign or developing country.
Knowledge of Methodologies	2. Compare and contrast the influence of the Social Determinants of Health in Canada and a developing country. 3. Compare and contrast the cultural dimensions across a variety of cultures.
Application of Knowledge	4. Analyze global health issues and disparities. 5. Apply population health concepts to current issues in a developing country.
Communication Skills	6. Communicate using a variety of strategies to create professional and therapeutic relationships. 7. Use correct terminology related to global health.
Awareness of the Limits of Knowledge	8. Clarify limits and challenges of global health strategies related to chronic and infectious diseases. 9. Critique experiences using reflective practice to increase resiliency and to enhance cultural competency.
Professional Capacity/Autonomy	10. Collaborate to prepare and deliver a health promotion teaching activity. 11. Adhere to the profession's ethics and practice standards while demonstrating accountability and a professional presence in all interactions.

Relationship to Vocational /Program Specific Learning Outcomes

It is expected that all of the approved provincial outcomes (or those approved in the program proposal) will be achieved during your program. This course contributes to your learning by supporting you in achieving the following identified (X) vocational/program learning outcomes:

#	VLO/PLO Description	Assessed
1	Integrate diverse knowledge, skills, judgment and professional values to critically inform professional nursing practice.	x

#	VLO/PLO Description	Assessed
2	Use a variety of strategies and relevant technologies to create and maintain professional relationships, share information, and foster therapeutic environments.	x
3	Provide safe, competent, ethical, compassionate, and evidence-informed care across the lifespan in response to client needs.	
4	Coordinate point-of-care health service delivery with clients, the health care team, across a variety of health care sectors to ensure continuous, safe care.	
5	Apply a broad range of educational strategies to advance health literacy, learning goals and optimal health outcomes identified in collaboration with clients.	
6	Apply group communication theory, principles, and group process skills to contribute to collaborative and interdisciplinary health care team functioning.	x
7	Advocate for health equity, social justice, and in support of clients to achieve optimal health outcomes.	x
8	Engage in ongoing professional development through critical inquiry, continuous learning, application of evidence to practice, and support of research activities.	x
9	Assume a leadership role to influence others and enhance individual and community health.	x
10	Uphold professional practice standards and code of ethics to maintain accountability to the public and the profession.	x

Table 1: Any VLO/PLO that is associated with this course must also be assessed.

Course Learning Modules

The course will feature the following modules:

Module Title	Module Topic(s)	CLO *	Learning Experiences	Resources
Fostering Cultural Competency	Cultural self-awareness Cultural knowledge Cultural dimensions Cultural skill Cultural desire	3, 6, 9, 10, 11	Lecture/ppt/Panopto Seminar Q&A Case studies Guest Speakers	<p>RNAO Best Practice Guidelines (2007). Embracing Cultural Diversity in Health Care: Developing Cultural Competence. Individual Recommendations https://bpgmobile.rnao.ca/content/individual-context-best-cultural-competence-practices</p> <p>College of Nurses of Ontario (n.d.). Culturally Sensitive Care Practice Guideline (retired).</p> <p>Nova Scotia Library Services: 1. Cultural Competence 2. Culturally Competent Healthcare https://library.nshealth.ca/DiversityandInclusion/Cultural https://library.nshealth.ca/DiversityandInclusion/Health</p> <p>Ontario Health (n.d.). Equity, Inclusion , Diversity and Anti-Racism Framework https://www.ontariohealth.ca/sites/ontariohealth/files/2020-12/Equity%20Framework.pdf</p> <p>Shalom Schwartz’s Dimensions of Societal Cultures (article posted in BB)</p> <p>Williamson, M., & Harrison, L. (2010). Providing culturally appropriate care: A literature review. International Journal of Nursing Studies, 47(6), 761 -769.</p>

Module Title	Module Topic(s)	CLO *	Learning Experiences	Resources
Global Health	Health promotion Population health Social determinants of health Public health Primary health care Global health	1, 2, 4, 5, 7, 8	Lecture/ppt/Panopto Seminar Q&A Case studies Guest Speakers	Skolnik, R (2021). Global Health 101 (4th edition). Jones & Bartlett: Sudbury, MA Chapter 5 - Ethical and Human Rights Concerns in Global Health Chapter 17 - Working Together to Improve Global Health; Chapter 20 - Working in Global Health World Health Organization website. Social Determinants of Health http://www.who.int/social_determinants/en/ World Health Organization. Social Determinants of Health Key Concepts & primary care http://www.who.int/social_determinants/sdh_definition/en/ World Health Organization country profile http://www.who.int/countries/tza/en/ . Look up Tanzania and Canada for comparison. Ostrowski C. How maternal mortality and morbidity impact economic development. https://www.newsecuritybeat.org/2010/08/how-maternal-mortality-and-morbidity-impact-economic-development/#.UynMTfldW_Q UN Millennium development goals https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20review%20(July%201).pdf WHO fact sheets https://www.who.int/news-room/fact-sheets Shah A. Global issues: Social, political, economic, and environmental issues that affect us all: Health Issue. [Inter Press Service: International News Agency] http://www.globalissues.org/issue/587/health-issues https://www.globalissues.org/article/588/global-health-overview
Predeparture Training	Personal health and safety	3, 6, 9, 11	Lecture/ppt/Panopto	Global and Intercultural Learning Module 1: Travel healthy Module 2: Intercultural competence for travel Module 3: Travel ethically

Module Title	Module Topic(s)	CLO *	Learning Experiences	Resources
	Travel safely Cultural safety and humility Ethical considerations Language competency Working with translators		Seminar Q&A Case studies Guest Speakers	<p>Module 4: Travel smart Module 5: Risk assessment</p> <p>https://travel.gc.ca/travelling/publications/well-on-your-way</p> <p>Speroff, Y (2023). Professional Medical Interpreters, Not Family Members https://ethnomed.org/resource/professional-medical-interpreters-not-family-members/</p> <p>Australian Government Department of Immigration and Citizenship (n.d.). Hints and Tips for Working with Interpreters https://ethnomed.org/resource/hints-and-tips-for-working-with-interpreters/</p> <p>Graham, E (2019). Guidelines for Interpreted Visits https://ethnomed.org/resource/guidelines-for-interpreted-visits/</p> <p>College of Nurses of Ontario (n.d.). Culturally Sensitive Care Practice Guideline (retired). (Working with interpreters)</p> <p>Tanzania government website http://www.tanzania.go.tz/</p> <p>Tanzania tourism website http://www.tanzaniatouristboard.com/</p> <p>Jenkins, E., Balneaves, L. & Lust, A. (2011). Students and International Nursing Shock, <i>Canadian Nurse</i> 107(7), 27-30.</p>

*CLO: Course Learning Outcome

Assessment Plan

Students will demonstrate learning in the following diverse ways:

Assessment Type	CLO*	VLO/PLO**	Description (e.g. format) as applicable
Social determinants of health project	1, 2, 5, 7	1, 2, 6, 7, 8, 9	Student will compare and contrast the status of their assigned Social Determinants of Health between Canada and the travel country.
Critical Reflections	1-11	1, 2	Students will submit 4 critical reflections
Group project: Health promotion teaching plan activity	5, 6, 7, 10, 11	1, 2, 6, 7, 8, 9	In pairs, students will develop a teaching plan and will deliver educational session(s) on their assigned health promotion topic
Discussion board postings	1-11	1, 2, 6, 7, 8	Students will be responsible for posting and actively engaging on the course discussion board weekly.
Global health issue assignment & presentation	2, 4, 5, 6, 7, 8	1, 2, 6, 7, 8, 9	This assignment will provide students with an opportunity to write a formal paper examining the current evidence related to their assigned global health issue, and to share the knowledge with their peers in the form of a creative presentation.
Intercultural Development Inventory (IDI) Assessment and Development Plan	1, 2, 3, 9, 11	1, 2, 8	Students will complete the IDI assessment and will submit a written IDI development plan.
Participation and professional behavior	1-11	1-11	Students must participate actively and demonstrate professionalism and accountability in all course and experiential learning activities.

*CLO: Course Learning Outcome; **VLO/PLO: Vocational Learning Outcome / Program Learning Outcome – refer to previous sections for more details.

Resources

Resources identified on course schedule, learning plan, and Blackboard

Relationship to the College of Nurses Ontario

The [College of Nurses of Ontario](https://www.cno.org/)¹ (CNO) is the regulatory body for nursing in Ontario. Through provincial government legislation (Nursing Act, 1992 and Regulated Health Professions Act, 1992), CNO is accountable for public protection by ensuring nurses in Ontario practice safely, competently and ethically. CNO fulfills its mandate through a variety of regulatory activities including registration, maintaining standards of nursing practice and education, enforcing nursing standards, conducting continuing competence reviews and establishing competencies required for nursing practice.

Entrance to Practice Competencies

[Entry-to-practice competencies](#)² (ETP) are the foundation for nursing practice. The competencies are used by CNO in evaluating baccalaureate nursing education programs to ensure the curriculum prepares graduates to successfully achieve professional practice standards before entry to practice.

Baccalaureate nursing programs must demonstrate that entry-to-practice competencies are embedded and taught in their curriculum. These competencies are supported by the College of Nurses of Ontario's (CNO) practice documents.³

Foundational Practice Standards

Nursing programs must also demonstrate that the identified themes from the Foundational Practice Standards are embedded and taught in their curriculum.⁴ These themes reinforce the ETP competencies, emphasizing high risk practices with potential for the greatest impact on client safety.

- Therapeutic Nurse-Client Relationships
- Professional Standards
- Medication
- Documentation
- Confidentiality and Privacy—Personal Health Information

Academic Standing and Continuance

To be in good academic standing and progress in the BScN program, a student must:

- Meet all conditions of admission
- Achieve a minimum of 65% in each required Nursing and Science Course

¹ <https://www.cno.org/>

² <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

³ Taken from the *Entry-to-Practice Competencies for Registered Nurses* (<https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>)

⁴ Taken from the *Program Approval Foundational Practice Standards: Interpretations* ©College of Nurses of Ontario, 2019.

- Achieve a minimum grade in elective courses of 60% in all passed courses.
- Demonstrate satisfactory clinical and laboratory performance in courses where clinical experience is required. Failure to demonstrate satisfactory performance in these areas constitutes a failure in the course regardless of numerical grade; therefore, all aspects of the course must be repeated.
- Complete all course evaluation components.
- Fulltime status in the BScN program requires nine credits per semester.
- Demonstrates safe, ethical, and professional practice as outlined by Student Code of Conduct, professional nursing regulatory bodies' code of ethics and competencies and host clinical agencies. A student may be deemed unsafe in a practice course and may be removed from a practice course for this reason.

Program of Study

To register in any course, a student must meet all pre-requisites and co-requisites. If a student does not meet this requirement the student will be withdrawn by the registrar from the course.

A student who fails a nursing practice course and/or who has been absent from the BScN program or from a nursing practice course for one semester or more will be required to take the Resumption of clinical practice course and must be successful in this course in order to continue in any subsequent nursing practice course.

Students must successfully pass all required courses in one semester to progress to the required courses in the subsequent semester.

Probation

A student is subject to a one-year probationary period for failure to meet any of the above criteria under Academic Standing.

If the student meets the conditions of Academic Standing, and does not have any other failures, the student will be released from academic probation after 2 year.

Withdrawal from the Program

A student is required to withdraw from the School of Nursing if, while on probation, the student:

- Does not satisfy all conditions after one probationary year and does not attain good academic standing (refer again to Academic Standing criteria).
- Fails to obtain the minimum academic grade and satisfactory clinical and lab performance where appropriate in any required course on a second attempt.
- A student who is required to withdraw may petition the Senior Vice President Academic (SVPA) for re-admission after one calendar year. Such an appeal should have a recommendation from the Associate Dean of the school before being considered.

- Students in good academic standing who choose to discontinue their studies at the end of the first or any other year, with successful completion of that year, may apply for re-admission with advanced standing. Cases are considered on an individual basis.

College Policies and Procedures

It is important for students to familiarize themselves with the [Academic Policy Manual](#)⁵. This manual contains information on College Policies and Procedures relating to the following:

- Rights and Responsibilities of Students
- Student Academic Appeal Procedure
- Grading/Assessment Description
- Progression Policy
- Program Specific Continuance and Readmission Policy
- Prior Learning and Assessment Recognition (PLAR)
- Attendance and Participation
- Acceptable Use Policy for Computing

Academic Accommodations

St. Lawrence College is committed to creating a welcoming, barrier-free, inclusive learning environment, promoting integration and full participation. This commitment to Universal Design for Learning applies to all instructional settings (e.g., classroom, laboratory, online, placement, etc.), as well as to attitudinal beliefs. It is the policy of SLC to accommodate students with disabilities, ensuring equitable access to and benefits from educational opportunities, in accordance with the Ontario Human Rights Code.

The accommodation process is a shared responsibility. Students with disabilities seeking accommodations are asked to self-identify with [Student Wellness & Accessibility](#)⁶ as early as possible to ensure timely development and implementation of appropriate accommodations.

Under provincial legislation, students are not required to provide diagnosis information, but rather, may be asked to provide information from a regulated health professional regarding functional limitations and accommodation needs, in order to provide appropriate supports. To maintain student privacy, this information is provided directly to Student Wellness & Accessibility. Once accommodation needs are determined, a member of the Student Wellness & Accessibility team will distribute an Accommodation Letter on your behalf electronically to all Professors identified within your academic schedule.

Amended: March 2023

⁵<https://www.stlawrencecollege.ca/about/college-reports-and-policies/academic-policies/>

⁶ <https://www.stlawrencecollege.ca/campuses-and-services/services-and-facilities/student-wellness-and-accessibility/>

Use of Electronic Devices

The use of electronic devices used for communications and data storage during classes is at the discretion of the course professor. The professor identifies his/her policy on this under the Special Notes about this course section.

Email Account

All full-time students are provided with a St. Lawrence College email account. This is the only account that will be used by the college or your professors to communicate course or program information or college events. It is the responsibility of each learner to become familiar with and use the college email system.

Grading System

The grading scheme is applicable to all graded courses at St. Lawrence College. All final grade submissions will be numeric representing a percentage score between 0 and 100 and will be converted to letter grades automatically by the student records system, as noted in the [Academic Policy Manual](#)⁷.

Maintaining Records

Learners are responsible for retaining the course outline and the current Academic Policy Manual for their records. It may be required for future use of applications for transfer credit to other programs or educational institutions.

⁷ <https://www.stlawrencecollege.ca/about/college-reports-and-policies/academic-policies/>