Assessment Report: May 2014
Department of Nursing

Faculty Participants:
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Dr. M. Cardoza
Dr. Diggle-Fox
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Dr. S. Sussman
Prof. P. Treister
Prof. L. Sparacino
Prof. D. Darcy
Adjunct and Lab faculty

Focus: NYIT Global Competence:
Students can identify interdependencies among cultures and are able to collaborate effectively, participating in Social, Health Care and Business settings globally.

Student learning Outcomes:

Upon graduation, students will be able to:

a) Recognize the impact of the global interconnectedness of issues, processes, trends, and systems on their academic specializations and worldviews.
b) Practice well-researched oral, written, visual, and digital communication in its diverse cross-cultural forms.
c) Describe a complex global issue from multiple cultural perspectives and explain how those perspectives affect the treatment of the issue.
d) Employ effective and appropriate interaction and teamwork with people of different nationalities and cultures, demonstrating respect for social, cultural, and linguistic diversity

The Nursing Curriculum incorporates Transcultural Concepts across all nursing courses. The mission of the DON is to provide excellence in nursing education from a transcultural perspective, extend access to opportunity to members of underrepresented groups in nursing, and to expand knowledge in the nursing profession with an emphasis on transcultural study. The DON prepares students to provide nursing care in varied settings and to assume community and institutional roles that meet the needs of a global society.

Cultural and Global interface by Semester:
Semester 1: Introduction to Transcultural Nursing
Semester 2: Irish, African, Latino, Slavic
Semester 3: German, Native American, Caribbean, Greek
Semester 4: Philippine, Jewish, Middle Eastern, Scandinavian
Semester 5: Chinese/Korean, Russian, Italian, East Indian
Alignment between Expected Student Learning Outcomes, NYIT’s Revised Core Curriculum and the Nine Nursing Essentials (AACN, 2008)

<table>
<thead>
<tr>
<th>NYIT B.S. IN NURSING EXPECTED STUDENT OUTCOMES</th>
<th>NYIT CORE CURRICULUM EXPECTED STUDENT OUTCOMES</th>
<th>THE NINE NURSING ESSENTIALS (AACN, 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Demonstrate health promotion and disease prevention interventions at the individual and population level in order to improve population health</td>
<td>(6) Global Perspective/World View</td>
<td>VII: clinical prevention</td>
</tr>
</tbody>
</table>

Background of Senior Capstone Assignment:

PART A:

NURS 470: Community Health Nursing (Fall Semester Senior Year) provided the Segway experience to the specific capstone assignment in NURS 480: Nursing Capstone (Spring Senior Year) focusing on Global Perspective/World View

During the Community Health Nursing Course which focuses on Community/Population Health, the Senior Class participated in “A Classroom Without Walls” which involved an all day workshop session held at the United Nations (Dec 5, 2013)

Title: The United Nations as a Forum for Undergraduate Nursing Global Awareness

Purpose: The purpose of the onsite forum is to acquaint the undergraduate nursing students with the mission and global health initiatives undertaken by the United Nations that are congruent with the practice of nursing locally, nationally and globally. The students were assigned a pre-entry assignment and were guided by specific objectives and expected learning outcomes.

This included an onsite guided tour, followed by a briefing from a UN delegate addressing one of the Eight Millennium Goals. Implications, specific to health care will be discussed and potential strategies to address the achievement of the goal will be explored. Additionally, the students will explore and discuss the ever changing photographic collages in the UN Lobby and explore the UN Bookstore examining the visual and written media that captures the plight of the world population. The students were required to submit a written reflection of the experience and impact on their Global View.
The Millennium Goal chosen by the senior class was:

Part B: Interface with NURS 480: Senior Capstone Course

The syllabus articulated resources and assigned readings focusing on Global Awareness, Global Health and Cultural Implications. The Midterm Exam consisted of several essays, one of which specifically focused on Global:

1. Faculty in major program takes responsibility in developing and assessing global competency

   A. Describe (or design) an assignment in capstone course that can be used for assessing global competency in senior year.

Designed Assignment: Essay # 2: References required.

“The eight Millennium Development Goals (MDGs) – which range from halving extreme poverty rates to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015 – form a blueprint agreed to by all the world’s countries and all the world’s leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world’s poorest.”

The Commission on the Status of Women (CSW) is the principal global intergovernmental body exclusively dedicated to the promotion of gender equality and the empowerment of women. The CSW is instrumental in promoting women’s rights, documenting the reality of women’s lives throughout the world, and shaping global standards on gender equality and the empowerment of women.

__________________________________________________________________

During NURS 421, the class experienced a “Classroom Without Walls Experience” at the United Nations. You were briefed in a special session related to Goal # 3. You were also
required to write a reflection related to the day’s experience. This semester in NURS 480 Capstone, materials, assigned readings and lecture/discussion content has been presented related to professional role, accountability, political activism, legal and ethical concepts.

Reflecting on your UN experience specific to Goal # 3 (chosen class goal) Please develop the following points:

PROFESSIONAL NURSING HAS A CONTRACT WITH SOCIETY TO PROVIDE NURSING CARE INVOLVING HEALTH PROMOTION, DISEASE PREVENTION, PROTECTION AND RISK REDUCTION.

1. Discuss an issue of global concern related to The UN Millennium Goal # 3 and impact on global health care

2. Relate your discussion of the issue you identified to your Philosophy of Nursing and your role as a global patient advocate.

3. Give a specific example of how you as a nurse could impact change and promote the outcomes of this goal.

B. Describe what elements (a-d) of the global competency will be assessed and provide criteria (or) rubric which will be used for assessing global competency.

a) Recognize the impact of the global interconnectedness of issues, processes, trends, and systems on their academic specializations and worldviews.

c) Describe a complex global issue from multiple cultural perspectives and explain how those perspectives affect the treatment of the issue.

See above 1-2 & 3 requirements for inclusion and development in essay.

GRADING RUBRIC FOR EXAM ESSAY: NURS 480

An “A” ESSAY:
- Answers the specific central question that was asked
- Incorporates pertinent and detailed information from class discussions and assigned readings (whenever applicable), providing needed evidence.
- Maintains focus/avoids being sidetracked by tangents
- Presents all information clearly and concisely and in an organized manner
- Does much more than merely restate the question and offer a brief response
- Specifically identifies and discusses conclusions, implications, consequences and application to Nursing Practice and Profession
- Avoids distracting grammar/spelling/etc. problems

A “B” ESSAY:
- Answers the specific central question asked, but not as well as an “A” essay
• Incorporates some information from class discussion and assigned readings, providing some necessary evidence, but less thoroughly and/or relevantly than an “A” essay
• Usually maintains focus, but may occasionally digress from the specific topic
• Presents information fairly clearly and concisely- may have minor organization problems
• Does more than merely restate the question and offer a brief response
• Generally identifies and discusses conclusions, implications, and consequences and applies to Nursing practice and Profession
• May contain a few distracting grammar/spelling/etc. problems

A “C” ESSAY:
• Addresses the specific central question asked in part, but does not relate directly to the question or does not address all required elements
• Does not adequately incorporate information from class discussion and assigned readings, and may rely on unsupported statements or generalities
• Sometimes strays from the specific topic (more often than a “B” essay)
• Presents information in a manner that is sometimes unclear, and/or has significant organization problems
• May merely restate the question and offer a brief, undeveloped response
• Conclusions, implications, and consequences of the issue may be stated but does not discuss and apply implications to Nursing Practice or Profession.
• May contain a few or a significant number of distracting grammar/spelling/etc. problems

A “D” ESSAY:
• Does not directly answer the specific central question asked
• Does not incorporate information from class discussion and assigned readings, or does so minimally and/or irrelevantly
• Substantially digresses from the specific topic
• Has significant problems with clarity, concision, and organization, making the information presented difficult for the reader to understand
• May merely restate the question and offer an irrelevant or undeveloped response
• Fails to identify conclusions, implications, and consequences of the issue. Does not relate to Nursing Practice or Profession.
• May contain substantial distracting grammar/spelling/etc. problems that muddle the information presented

C. What is the breadth of faculty collaboration in assessing global competency?

ALL FACULTY PARTICIPATED IN THE DISCUSSION, DESIGN AND ANALYSIS OF THE ASSIGNMENT. DATA ANALYSIS AS FOLLOWS:
N = 29 STUDENTS

STUDENT IDENTIFIED GLOBAL ISSUES AS RELATED TO UN GOAL # 3:
• PREVENTION OF HIV/AIDS
• LEGAL RIGHT OF WOMEN
• LACK OF REPRESENTATION IN LEADERSHIP AND POLITICAL ROLES
- LACK OF EDUCATIONAL OPPORTUNITIES
- ACCESS TO HEALTH CARE
- RIGHT TO MAKE DECISIONS ABOUT THEIR LIVES, CHILDREN AND OWN BODIES
- POVERTY
- HEALTH ILLITERACY
- VIOLENCE AGAINST WOMEN
- GENOCIDAL RAPE AND STIGMA
- CHILD MARRIAGE/CHILD MOTHERHOOD
- SEXUAL MUTILATION
- MALNUTRITION
- EMPLOYMENT VULNERABILITY
- PERSONAL SAFETY ISSUES AND FEAR OF REPRISAL
- SUICIDE/HOPELESSNESS
- HONOR CRIMES
- COMMERCIAL SEX AND SEXUAL SLAVERY

STUDENT IDENTIFIED IMPLICATIONS FOR NURSING PRACTICE AND GLOBAL ACTION RELATED TO UN GOAL # 3: Selected Exemplars

- Acting as a patient/community/population health global advocate
- Empowering underserved global populations through grass roots efforts
- Becoming actively involved in international organizations that focus on global health care, such as WHO, Doctors and Nurses without Borders, UNICEF, The Red Cross.
- Participation in direct health care services focusing on health promotion, risk reduction and prevention: Screening, contraceptive options, family planning, education programs.
- Risk reduction and global protection through Vaccination Programs
- Develop Cross-Cultural Global solutions and strategies to empower women
- Participate in shaping global health policy
- Participate in Media Campaigns to promote UN Goals

Grades for this essay ranged from 92 % to 98%. The students demonstrated global competency by their ability to build on the previous assignment. Essays were supported by references, critical thinking and thoughtful analysis.

Exemplars: Student Quotes

“AS A NURSE THERE EXISTS AN ETHICAL OBLIGATION LOCALLY AND GLOBALLY TO PROVIDE SAFETY, DECREASE ANXIETY AND WORK TOWARD STABILIZING ALL WOMEN PHYSICALLY AND PSYCHOLOGICALLY.”

“WE MUST ADVOCATE GLOBALLY FOR THE ADVANCEMENT OF WOMEN’S RIGHTS AND WORK TO ELIMINATE THE DISPARITIES IN CARE GIVEN TO WOMEN IN 3RD WORLD COUNTRIES.”
D. Will you look at all students work or a sample?
All student essays were assessed, analyzed and evaluated.

2. Identify how students, in explicit and cumulative ways, are prepared for this senior assessment in prior semesters:

<table>
<thead>
<tr>
<th>Name of the Program</th>
<th>NURS 102</th>
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</thead>
</table>
| 1. Review list of all courses in your major program which | Nursing 102  
| • focus on significant global/international issues and problems. | Introduction to Nursing and the Nursing Process  
| • includes opportunity for intensive dialogues among students with different backgrounds and beliefs. |  
| • address issues of race, ethnicity, gender, class, religion, and culture. |  
| 2. Indicate which aspect(s) (a-d) of the competency (see appendix) are addressed in each course | All of the aspects of the competency are addressed in the Nursing 102 Course.  
An in-depth presentation of the nursing process, especially how it relates to Transcultural Nursing and Global Health is emphasized. The students begin their preparation to be able to care for multi-cultural diversity of patients based on nursing theorists who have pioneered Transcultural Competent Nursing Care.  
| 3. Identify what students DO (students assignment, or activities) in each course to develop the competency | Every class discusses at least one aspect of the importance of cultural awareness and sensitivity that is reviewed. There are reading assignments within “Transcultural Concepts in Nursing Care” by Andrews. The students obtain a copy of Andrew and Boyle’s “Transcultural Nursing Assessment Guide” and we review it in class. The students in this 102 Nursing Class are from varied cultural back grounds and they practice applying the assessment on one another.  
| 4. Provide the criteria that is used (or going to be) used for assessing the global competences | All of the students’ four exams include some specific cultural awareness questions. The student’s complete a nursing care plan which incorporates important needed cultural aspects. The care plans are reviewed in class and important cultural principles are emphasized. |
### Name of the Program

**Nursing 301 – Nursing Therapeutics I**

<table>
<thead>
<tr>
<th>1. Review list of all courses in your major program which:</th>
<th>Nursing Therapeutics I</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus on significant global, international issues and problems</td>
<td>○ This course focuses on the assessment and the care of persons with minimal health deviations. The student nurse is introduced to the basic interpersonal and technical skills which form the foundations of safe nursing practice. Emphasis is placed on critical thinking and problem solving within the context of multi-cultural patient community. Topics include methods of data collection, the identification of risks to health, and the formulation and application of preventive intervention. Patient interviews are incorporated as part of patient history whereas the beginning nursing student is able to incorporate different cultures, ethnicities, and belief systems in planning care for the patient.</td>
</tr>
<tr>
<td>• Address issues of race, ethnicity, gender, class, religion, and culture</td>
<td>○ The above text is required along with the Medical-Surgical Nursing Textbook and Nursing Health Assessment Textbook.</td>
</tr>
<tr>
<td>2. Indicate which aspect(s) (a-d) of the competency (see appendix) are addressed in each course</td>
<td>○ Case Studies address multi-cultural issues during presentation of material</td>
</tr>
<tr>
<td>(c) The physical assessment of the individual must be inclusive of multicultural aspects of decision making for treatments, as well as the effect on the</td>
<td></td>
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</table>
different ethnicities, gender, and belief systems of our patients, as it directly impacts the nursing care we give to our patients. Students, as well as patients, are made up from multicultural populations and religions with specific belief systems which must be respected and addressed during assessment. As we are a diverse program, this leads to greater understanding of our diverse patient population.

(d) Students participate in clinical practice in culturally diverse medical facilities and must discuss the impact of culture, gender, and belief systems on healthcare behaviors

3. Identify what students DO (student’s assignment, or activities) in each course to develop the competency

Nursing Therapeutics I activities include textbook readings, power point readings, but most importantly rely on hands on physical assessment practice in the Nursing Arts Laboratory, as well as the Nursing Arts Simulation Laboratory. Students are required to perform head to toe physical assessments of each other (with modification), in preparation of the clinical experience. Assessment and case scenario are practiced in the Simulation lab. as students begin “Putting it Together”, as we incorporate the beginnings of potential disease entities and relate physiological disease into the assessment of the patient. Multiculturalism must be included as different cultures have different beliefs of treatment – whether preventative or active to treat a disease entity, which must be included in the study of our culturally diverse populations. It is important for our students to understand and respect these differences, as they directly impact the hands on nursing care which they provide to their patients.

4. Provide the criteria that is used (or going to be used) for assessing the global competencies

Evaluation criteria include:

- Practicums
- Unit and final exams
- Classroom discussion
- Case scenarios
## Name of the Program

**NURS 310 Transcultural Nursing I**

1. Review list of all courses in your major program which
   - focus on significant global/international issues and problems.
   - includes opportunity for intensive dialogues among students with different backgrounds and believes.
   - address issues of race, ethnicity, gender, class, religion, and culture.

This course focuses on the application to nursing of theoretical and practical concepts derived from anthropology, sociology and other Transcultural investigations. This course primarily focuses on the development of a conceptual framework from which the nurse can approach the care of individuals, families, non-family groups, institutions and communities locally, nationally and globally whose culture differs significantly from that of the caregivers. Important broad dimensions of culture are explored in order to produce a fully holistic view of people. These dimensions include bio-psychosocial assessment, physical environment, language, religious or spiritual orientation, kinship patterns, material and nonmaterial cultural phenomena, politics, economics, law, and educational, technological and professional care practices.

**Cultural and Global interface by Semester:**

**Semester 2:** Irish, African, Latino, Slavic

Case Studies address multi-cultural global issues during presentation of material.

**Globally Focused Course Objectives:**

- Demonstrate knowledge of health promotion, risk reduction and disease prevention strategies in the care of clients locally, nationally & globally.
- Identify, discuss and incorporate cultural values, beliefs and practices among selected cultures to facilitate the delivery of holistic culturally correct nursing care.

**Required Textbook:**


**Required/Suggested Readings** focus on Specific Topics and Health Care Alterations impacting Global Populations. For example:


**WEB SITE:** Multicultural Health:

[http://www.med.umich.edu/multicultural/resources/professionals.htm](http://www.med.umich.edu/multicultural/resources/professionals.htm)
| 2. Indicate which aspect(s) (a-d) of the competency (see appendix) are addressed in each course | A. Recognize the impact of the global interconnectedness of issues, processes, trends, and systems on their academic specializations and worldviews.  
The Holistic Assessment of the Adult Client and subsequent diagnoses and the interactions between the nurse and the adult client are explored. Students investigate the conflicts that arise among the variable expectations of adults within western society in general, within western health care institutions in particular and within non-western cultures. The course content is crucial in preparing the nursing student in the assessment, planning, implementation and evaluation of patient outcomes specific to selected adult health medical-surgical and mental health nursing care interventions within a multicultural context  
b. Practice-Well Researched Communication:  
Students have complementary articles associated with their textbook readings. Case presentations and IT resources augment specific content area. Focused student discussions and course Blog.  
c) Describe a complex global issue from multiple cultural perspectives and explain how those perspectives affect the treatment of the issue.  
The study of disease entities, their effect on the patient, as well as the treatment modalities, are discussed for system/diagnosis–inclusive of multicultural aspects of decision making for treatments, as well as the effect on the different ethnicities, gender, and belief systems of our patients, as it directly impacts the nursing care we give to our patients  
d) Students participate in clinical practice in culturally diverse medical facilities and must discuss the impact of culture, gender, and belief systems on healthcare behaviors. |
| 3. Identify what students DO (students assignment, or activities) in each course to develop the competency | Transcultural Nursing I activities include textbook readings, power point readings, ATI tutorials, and relevant articles, and relate each of the physiological disease entities to the nursing care of the individual patient locally, nationally and globally. For example in discussion the variables involved in caring for a patient with Diabetes Type 2, discussion and presentation focuses on national and global statistics, etc- as the disease has no borders. Multiculturalism must be included as different cultures have different beliefs of treatment – whether preventative or active to treat a disease entity, which must be included in the study of our culturally diverse populations. |
| 4. Provide the criteria that is used (or going to be) used for assessing the global competences | Evaluation criteria include:  
- Unit and final exams  
- Quizzes  
- Classroom discussion  
- Case scenarios |
<table>
<thead>
<tr>
<th>Name of the Program</th>
<th>NYIT – NURS 315 Pharmacology for Nursing</th>
</tr>
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<tbody>
<tr>
<td>1. Review list of all courses in your major program which:</td>
<td>Pharmacology in Nursing</td>
</tr>
<tr>
<td>• focus on significant global, international issues and problems</td>
<td>1. Required textbook readings include Chapter 9 “Psychosocial, gender, and cultural influences on pharmacology”</td>
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<tr>
<td>• includes opportunity for intensive dialogues among students with different backgrounds and believes</td>
<td>2. Each subsequent topic includes a cultural, genetic and gender’s impact on the effectiveness and administration of the medication</td>
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<tr>
<td>• address issues of race, ethnicity, gender, class, religion, and culture.</td>
<td>3. Information taught is tested on unit and final exams</td>
</tr>
<tr>
<td>2. Indicate which aspect(s) (a-d) of the competency (see appendix) are addressed in each course</td>
<td>(c) the issue of pharmacologic effects of medications on different ethnicities and genders is discussed for every category of medication reviewed</td>
</tr>
<tr>
<td></td>
<td>(d) students practice medication administration in culturally diverse medical facilities and must discuss the impact of the patient’s gender and culture on their healthcare behaviors</td>
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<tr>
<td>3. Identify what students DO (students assignment, or activities) in each course to develop the competency</td>
<td>In pharmacology, readings relate to cultural influences on the philosophy of medication administration, compliance, effects and side effects of pharmacologic agents. Information is tested in unit and final exam. Students participate in ATI tutorial modules that include pharmacology. The tutorials are written using culturally diverse patient populations. Information is tested in module post-tests.</td>
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<tr>
<td>4. Provide the criteria that is used (or going to be) used for assessing the global competencies</td>
<td>Evaluation criteria include:</td>
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<tr>
<td></td>
<td>• Unit and final exams</td>
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<td></td>
<td>• Clinical care plans papers</td>
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<td>• Classroom and clinical discussions</td>
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</table>
# Name of the Program

**Nursing 360 – Transcultural Nursing II**

## 1. Review list of all courses in your major program which:

- Focus on significant global, international issues and problems
- Includes opportunity for intensive dialogues among students with different backgrounds and beliefs
- Address issues of race, ethnicity, gender, class, religion, and culture

## Transcultural Nursing II

- The acute and mental health needs of adults and the interactions between the nurse and the adult client are explored. Students investigate the conflicts that arise among the variable expectations of adults within western society in general, within western health care institutions in particular and within non-western cultures. The course content is crucial in preparing the nursing student in the planning and the implementation of medical-surgical and mental health nursing care interventions within a multicultural context.
- The above text is required along with the Medical-Surgical Nursing Textbook.
- Case Studies address multi-cultural issues during presentation of material

## 2. Indicate which aspect(s) (a-d) of the competency (see appendix) are addressed in each course

(c) The study of disease entities, their effect on the patient, as well as the treatment modalities, are discussed for each body system – inclusive of multicultural aspects of decision making for treatments, as well as the effect on the different ethnicities, gender, and belief systems of our patients, as it directly impacts the nursing care we give to our patients

(d) Students participate in clinical practice in culturally diverse medical facilities and must discuss the impact of culture, gender, and belief
### Transcultural Nursing II

Transcultural Nursing II activities include textbook readings, power point readings, ATI tutorials, and relevant articles, and relate each of the physiological disease entities to the nursing care of patients and their family members. In such, multiculturalism must be included as different cultures have different beliefs of treatment – whether preventative or active to treat a disease entity, which must be included in the study of our culturally diverse populations.

### Evaluation criteria include:
- Unit and final exams
- Classroom discussion
- Case scenarios
15

<table>
<thead>
<tr>
<th>Individual and group optimum level of wellness and functioning. (ISLO # 1, 2, 3, 4, 5, 8, 9)</th>
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<tr>
<td>13. Demonstrates ability and accountability to successfully perform skills, application of knowledge and therapeutic communication, in caring for hospitalized clients in a culturally aware and sensitive manner. (ISLO # 1, 3, 4, 5, 6, 8, 9)</td>
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Included in the course syllabus is the “Student Clinical Performance Evaluation” in which the student is evaluated on these and other criteria:

- Performs a cultural assessment on assigned clients
- Perform skills, application of knowledge and therapeutic communication, in caring for hospitalized clients in a culturally aware and sensitive manner.
- Interprets the impact of societal and environmental trends on the provision of health care to promote individual and group optimum level of wellness and functioning in pre and post conference and within the client's nursing care plan.
- Identifies current evidenced based practice in the care of an adult or older client
- Demonstrates knowledge of transcultural nursing and culturally sensitive care and the nursing process

<table>
<thead>
<tr>
<th>2. Indicate which aspect(s) (a-d) of the competency (see appendix) are addressed in each course</th>
</tr>
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<tbody>
<tr>
<td>Students must complete a nursing care plan for each patient assigned in the clinical area. Part of this assessment and plan includes assessing and documenting findings regarding: Cultural Assessment: (Health belief practices, health care professionals, food and dietary restrictions, special concerns)</td>
</tr>
<tr>
<td>(d) Students are assigned to many different clinical sites in the most culturally diverse area of the US. In the course of their work in NURS 351 students are assigned to facilities catering to the underserved, lower socioeconomic populations. Students are required to show competency in working with multicultural and multigenerational staffs in order to pass the course.</td>
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<tr>
<th>3. Identify what students DO (students assignment, or activities) in each course to</th>
<th>Students must complete a nursing care plan for each patient assigned in the clinical area. Part of this</th>
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<tr>
<td>develop the competency assessment and plan includes assessing and documenting findings regarding: Cultural Assessment: (Health belief practices, health care professionals, food and dietary restrictions, special concerns) Students address cultural, generational and gender issues in pre, post conference, in patient care plans, and in skills practicum.</td>
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</table>
| 4. Provide the criteria that is used (or going to be) used for assessing the global competencies | Evaluation criteria include, as above:  
• Clinical practicum  
• Clinical care plans papers  
• Classroom and clinical discussions |

GLOBAL INTERFACE AND COMPETENCY  
NURSING 410 MATERNAL/CHILD NURSING

<table>
<thead>
<tr>
<th>FALL SEMESTER- MATERNITY PORTION OF COURSE (DIDACTIC)</th>
<th>GLOBAL INTERFACE KOREAN, PHILLIPINE, ITALIAN, RUSSIAN, JEWISH AMERICAN IS THREADED THROUGHOUT COURSE. STUDENTS OF OTHER CULTURES ALSO SHARE BIRTHING PRACTICES OF THEIR CULTURES. BIRTH AND CHILD CARE AND FAMILY INVOLVEMENT OF VARIOUS CULTURES ARE PART OF LECTURE AND STUDENTS ARE TESTED ON CULTURAL PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDIATRIC PORTION OF COURSE</td>
<td>DIVERSE FAMILY DYNAMICS ARE DISCUSSED AND PART OF LECTURE. GLOBAL DIFFERENCES OF CHILD REARING AND REACTION TO ILLNESS</td>
</tr>
<tr>
<td>FALL SEMESTER COURSE</td>
<td>CARE OF MANY DIFFERENT CULTURES IN THE MATERNAL/CHILD PORTION AND THE PEDIATRIC ROTATION.</td>
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</tr>
<tr>
<td>CLINICAL COURSE</td>
<td>JOURNAL ARTICLES REGARDING GLOBAL AND CULTURAL ARE ASSIGNED TO STUDENTS AND PRESENTED AT POST CONFERENCE.</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION ALSO INCLUDES DIFFERENCES IN THE CULTURES OF PATIENTS THEY ARE ASSIGNED TO.</td>
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### GLOBAL INTERFACE AND COMPETENCY

**NURS 461 Psychiatric Mental Health**

#### SPRING SEMESTER - PMH PORTION OF COURSE (DIDACTIC)

<table>
<thead>
<tr>
<th>GLOBAL INTERFACE - Irish, African, Latino, Slavic, German, Native American, Caribbean, Greek, Philippine, Jewish, Middle Eastern, and Jewish American, Scandinavian, Chinese/Korean, Russian, Italian, East Indian, Korean are all addressed throughout the course. Students present their Ethnographic project, paper, poster and presentation, this semester the following cultures were presented:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-The Republic of Sengal and Mental Illness</td>
</tr>
<tr>
<td>2-Mental Health beliefs and notions in Korean Americans and its implications in the utilization of mental health services</td>
</tr>
<tr>
<td>3-Slavic culture</td>
</tr>
<tr>
<td>4-Middle Eastern culture</td>
</tr>
<tr>
<td>5-Embracing cultural differences in mental health: Latinos</td>
</tr>
</tbody>
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#### NURSING 451: Nursing Therapeutics IV

<table>
<thead>
<tr>
<th>Spring semester, clinical</th>
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<tbody>
<tr>
<td>Caring for a variety of different cultures in the PMH clinical setting</td>
</tr>
<tr>
<td>Journal articles and journal club representing global and cultural beliefs and practices with mental health clients and their families, presented during pre and post conference. Grand rounds and general meetings where a variety of cultural issues surrounding the PMH client and family are discussed and reviewed.</td>
</tr>
</tbody>
</table>
Nurs 421: Community Health Nursing
Global Competency

|   | Description or design an assignment in capstone course that can be used for assessing global competency in senior year | United Nations on site visit - NYC
Investigative Objectives and Written Assignment: pre-UN visit. Submit to Dr. Cardoza
• Identify the 4 main purposes of the United Nations.
• Describe the main bodies of the UN that include: General Assembly, Security Council; Economic and Social Council and the International Court of Justice.
• Examine the use of photography to capture the human condition in a non-verbal media.
• Articulate strategies that incorporate the UN Millennial Goals into nursing practice.
• Explore Nursing organizations of interest to UN affairs and nursing reference resources.
• Identify the role of the USMUN in relation to the UN. |
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<td>2.</td>
<td>Describe what elements (a-d) of the global competency that will be assessed, and provide criteria or rubric which is or will be used for assessing the global competency</td>
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<td>3.</td>
<td>What is the breadth of faculty collaboration in assessing global competency? (Some program involves a panel some involves all faculty members.</td>
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<td>4.</td>
<td>Will you look at all students work or a sample of them? The timeline of implementation (report due by end of 2013-2014 year)</td>
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<td>Name of the Program</td>
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<td>NYIT NURS 470 LEADERSHIP</td>
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1. Review list of all courses in your major program which

- focus on significant global/international issues and problems.
- includes opportunity for intensive dialogues among students with different backgrounds and believes.
- address issues of race, ethnicity, gender, class, religion, and culture.

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<th>When discussing leadership and management theories and concepts there is a correlation to and an emphasis on diverse cultures. The conversations include those issues enumerated as well as the culture of an institution and the impact on nurses, nursing care, and the global realm of nursing leaders. It is incumbent on nursing to cultivate nurse leaders and managers locally, nationally, and globally to have a say in healthcare policy decisions.</th>
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2. Indicate which aspect(s) (a-d) of the competency (see appendix) are addressed in each course

a. Global Interconnectedness of Leadership: As a global society students are introduced to the similarities and differences in approach to healthcare and how nursing leaders will influence outcomes at home and abroad.

b. Practice-Well Researched Communication: Students have complementary articles associated with their textbook readings. In their oral/written reports students are encouraged to introduce cultural issues that may influence leadership/leadership styles; investigating EBP as related to cultural diversity.

3. Identify what students DO (students assignment, or activities) in each course to develop the competency

- Students in leadership present as well as write about current trends in leadership and management including the influence on global (UN Initiatives) issues.

4. Provide the criteria that is used (or going to be) used for assessing the global competences

- Through classroom discussion, written reports, and oral presentations global competencies are used to assess the student’s understanding and application of the focus of cultural competence and the UN Global Objectives.
Name of the Program  
NURS 430 Research in Nursing

1. Review list of all courses in your major program which:
- focus on significant global international issues and problems
- includes opportunity for intensive dialogues among students with different backgrounds and beliefs.
- address issues of race, ethnicity, gender, class, religion, and culture.

This course introduces the student nurse to scientifically based research methodologies. Research is viewed as an integral aspect of professional nursing practice. Emphasis is placed on developing the ability to critically evaluate nursing research literature, and in utilizing research strategies in order to solve nursing problems. In addition, topics include cultural factors in health research and ethical issues of human subject’s research. The analysis and evaluation of nursing models and theories will be a major component of course and content will be presented weekly.

Course Objective:
Critique research-based nursing journal articles pertaining to communication, holism, nursing, caring, culture, critical thinking and global nursing issues.

Required textbook among others:

Exemplar of WEB Site Resources:
Health Web  
http://www.healthweb.org  
Index to Medical and Nursing Journals  
http://www.medbioworld.com/med/journals.med-bio.html  
http://medspub.com

2. Indicate which aspect(s) (a-d) of the competency (see appendix) are addressed in each course

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<th>b. Practice-Well Researched Communication:</th>
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<td>Students participate in in-class review of articles associated with their textbook readings. When discussing research design, methodology and evaluation, there is a correlation to and an emphasis on diverse cultures and impact and extensionality of research finding beyond borders. Pivotal to the nursing profession is the development of research expertise in students to evaluate study outcomes that impact practice and policy decisions.</td>
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3. Identify what students DO (students assignment, or activities) in each course to develop the competency

Students participate in class discussions based on assigned article. All aspects of the research process are presented, discussed and evaluated in a group and individual context.

4. Provide the criteria that is used (or going to be) used for assessing the global competencies

Evaluation criteria include:
- Unit, midterm and final exams
- Classroom discussions
- Quantitative and Qualitative research Article critiques: Rubrics provided
- Prepare for exam questions