### AUGSBURG COLLEGE
#### DEPARTMENT OF NURSING

Transcultural Care Systems  
NURS 501 – Fall 2012

**FACULTY:** Sue Nash, MSN, EdD, RN, CFLE

**CONTACT INFORMATION:** Email: nash@augsburg.edu  phone: 507-250-2282

**CREDITS:** 4 Semester credits; 1 course credit

**CLASS TIMES:** Tuesday 12- 5:30 : Bethel Lutheran Church  
810 3rd Ave. SE  
Rochester Campus  
or  
Augsburg College Campus  
Room TBA  
Minneapolis, MN

<table>
<thead>
<tr>
<th>Dates of Classes</th>
<th>Meeting Times and location</th>
<th>Points</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
</table>
| September 4,     | Rochester 12 – 5:30         | 50 Participation points based on in-class participation and journal entries. Total points granted at end of term. | Read: Wheatley pp.1-58  
Chopra pp 1-42 for first class and then rest of book throughout term  
Crowell Unit I  
Class participation –on-going throughout term &  
Submit journal entries regarding Chopra applications to practice:  
Sept 17; Oct 15; Nov 5; Nov. 20 – |
| September 18,    | Video conferencing 12 – 5:30| 25 Points for Student led presentation on class readings | Student Led presentation of reading group  
Read: Wheatley pp. 59 – 198  
Crowell Unit II |
| Sept 20 -21      | MOLN Fall Leadership Conference | Practicum hours option |
| October 2        | Rochester 12 – 5:30         | 100 Wheatly Essay Points  
25 Points for Student led presentation on class readings | Read Wheatly pp. 199 -271  
**Wheatly Application Essay Due Oct. 2**  
Student Led presentation of reading group  
Presentation of Conference reflections |
| October 16       | Video conferencing 12 – 5:30| 50 Final Essay Points on Transcultural Care Systems | Crowell Unit III  
Final Essay Due  
**Nov 6**  
**Student presentation on Transcultural Care System** |
| November 6       | Minneapolis, MN 12 – 5:30   |  |
| November 20      | On-line Entry 12 – 5:30     |  |

Final Reflections on Line
COURSE CONTENT: This course will focus on examining transcultural care systems through a complexity science lens and a nursing leadership perspective. In essence, organizations and care systems will be viewed in the context of complex adaptive systems where continuous change and unpredictability rule the development and course of evolution. The importance of relationships, the role of self-organization (autopoeisis), the processes of emergence and co-evolution will be explored via readings and class discussion. Mandatory attendance at a local, national and/or international nursing leadership conference will be part of the experiential learning process of this course. Dialogue and networking with a variety of nursing leaders to understand the context of transcultural healthcare systems will be expected.

The TEACHING –LEARNING PARTNERSHIP facilitates achievement in the following EXPECTED STUDENT LEARNING AND COURSE/UNIT OUTCOMES:

1. Develop transformational relationships with persons, groups, organizations and communities in order to design, implement and evaluate practical solutions to concerns about health and well-being.
   a. Engage in dialogue with key nursing leader representatives of transcultural health care systems and communities of care to identify issues and opportunities within large healthcare organizations and communities.
   b. Assess the efficacy, style, and progress of the development and implementation of transcultural health care organization projects relative to an understanding of the transcultural health care issues.
   c. Synthesize and analyze observations through a complexity science lens to gain a greater understanding of organizational dynamics and change.

2. Engage in reflexive critique of contemporary nursing culture to improve environments of practice within the community of nursing practitioners and scholars.
   a. Identify ontological premises (worldviews) that support healthcare delivery organizations.
   b. Critique nursing leadership models on the basis of their organization’s values and cultural congruence.
   c. Conceptualize innovative nursing leadership responses that address transcultural healthcare issues and the application of complexity science principles.
   d. Synthesize knowledge from nursing and other disciplines to promote and protect the health of aggregates through effective nursing leadership.
   e. Apply ethical models to the analysis of a transcultural healthcare organization’s policy and program development.

3. Critically analyze and propose collaborative and feasible solutions to health inequities and issues in transcultural healthcare systems and communities.
   a. Explore processes of political and social change as they relate to the health and well-being of a transcultural healthcare organization as a complex adaptive system.
   b. Identify nursing leadership and management implications of theories of complex adaptive systems and compare these with traditional ways of managing complex health care systems.
   c. Evaluate costs, barriers and opportunities of transcultural healthcare systems to improve the overall health of society.

EXPECTED LEARNING EXPERIENCES ABOUT NURSING LEADERSHIP AND TRANSCULTURAL HEALTHCARE ORGANIZATIONS:
Dialogue with others: Dialogue with nursing leaders and representatives of various agencies and health systems, as well as dialogue with classmates and instructors, will provide an increased awareness of nursing leadership styles and challenges in transcultural organizations.

Clinical practicum: Students will devote a minimum of 36 hours to participant-observation in nursing leadership. This clinical practicum will be accomplished through attendance at a nursing leadership conference locally, nationally or internationally. These experiences will include (but are not limited to) a series of meaningful activities, such as dialogue and networking with nurse leaders in the community, visits to organizations, sites and places of significance to community members, etc. Direct contact and networking with community members and health care professionals in leadership positions at such conferences will account for a significant portion of the clinical time. In addition, significant portions of time will be devoted to becoming familiar with dominant values and beliefs within the visited care systems, the major health patterns addressed, the professional and non-professional networks of health resources, and the leadership styles observed that foster global health.

All students will be required to attend a leadership conference of their choice. Possible suggestions include:

1. Center for Spirituality and Healing, UMN, Minneapolis, MN. Please see for possible conferences events. [http://www.csh.umn.edu](http://www.csh.umn.edu)


3. Please see possible options at [www.plexusinstitute.org](http://www.plexusinstitute.org) - many on-line webinars available

4. MOLN (Minnesota Organization of Leaders in Nursing) Conference: Cultivating Compassion: How To Sustain Passion For Your Profession September 21-21, Grand View Lodge, Nisswa, MN

5. Programs offered at your work site

Please consult with the professor if there is another conference you wish to attend.

Listening to and re-telling stories of leadership from the community: Reflective and oral narratives recounting experiences of leadership and followership, including personal experience.

Reflective journals: Factual and reflective accounts of personal awareness and leadership experiences in community. Use only initials when referring to other persons in your journal. Write about the meanings you place on information and events, your hunches and ideas, and how concepts from readings and class seminars relate to experiences. Specific questions will be provided to direct your reflective journaling and help you to apply concepts learned in class. Content in journals will not be graded but participation will be noted in the participation grading portion of the class.

Reading and individual study: Students are encouraged to develop their own references in consultation with the instructor and one another. Conferences and classes are centered upon assigned readings, dialogue with nursing leaders in the community, and readings in contemporary health care journals in nursing, public health, and complexity science.

The following should be added to students’ personal libraries:
Required texts:
ISBN: 9781846042706
ISBN: 978-0-8036-2233-3

References (Not Required):
ISBN: 0-9667828-0-1
Bordentown, New Jersey: Plexus Institute.) ISBN-10: 1438246765 or 978-1438246765

Additional REQUIRED journal articles will be posted to Moodle or chosen by students according to the focus of individual presentations to class. See Reference List for suggestions only as posted on Moodle or on library reserve.

TIME COMMITMENTS: The 4 credit hours allocated to this class are divided between didactic/theory (classroom) time and clinical practicum time (participant-observation with a preceptor/mentor in a leadership position). Twenty-eight clock hours are devoted to in-class seminars. Thirty-six hour hours are allocated to clinical practicum time. On-line journaling and responding to class discussions questions is expected.

ESSENTIALS: Health requirements and other school policies must be completed according to departmental policies. (See Master of Arts in Nursing Program Graduate Handbook.) All student work must be original. Departmental and College policies related to plagiarism and other forms of academic dishonesty will be enforced.

ATTENDANCE POLICY: Your presence enriches the experiences for all class participants. Attendance at class is expected. Students who miss class for any reason will notify the faculty member by e-mail or telephone. Students may leave a phone message at 507-250-2282; or e-mail Dr. Nash at: nash@augsburg.edu
The faculty member reserves the right to assign an alternative assignment for missed classes. The faculty member reserves the right to deduct points from the final grade related to class attendance & class participation.

LATE POLICY FOR ASSIGNMENTS:

1. Unexcused or unexplained late papers will result in a loss of 5 points for each day they are late (including weekends). Students must obtain permission from the course faculty to submit assignments late without penalty. Students may reach faculty via e-mail or telephone.
2. If students are unable to attend class on a given date, papers are expected to be handed in prior to your absence unless negotiated in advance with your faculty member. Students will notify faculty at least 24 hours in advance.

3. If students are absent from a class session when they are scheduled to give a presentation, all points will be deducted from that assignment unless arranged with the faculty in advance.

4. In case of unexpected absence, students may negotiate with faculty for a late assignment exception. It is required that students notify the instructor as soon as possible before the next class session.

DEPARTMENT OF NURSING POLICY ON CITATIONS:

Appropriate APA format for written papers is expected. All in-text references must be correctly credited to the appropriate authors using accepted APA format. Students are expected to demonstrate ethical decision-making in regards to course work, project negotiation and implementation in accordance with the Student handbook. It is the policy of the Department of Nursing that papers containing plagiarized material will be given a grade of zero. Omitted citations are considered plagiarism. Please review the Student and Nursing Department handbook.

DISABILITY ACCESS:

To request academic accommodations related to a disability, please contact the CLASS office (612-330-1053) or the Access Center (612-330-1749). Guidelines are posted on the Access Center Home Page found at: http://www.augsburg.edu/accesscenter. If you have a letter from one of these offices indicating you have a disability which requires academic accommodations, please present the letter to me so that we may discuss accommodations necessary for this class.

OFFICE HOURS:

Office hours are by appointment only. Appointments may be made by calling or e-mailing, and scheduling an appointment time. I will respond to e-mail messages within 48 hours Monday – Friday. If you do not get a response, call me at 507-250-2282,

GRADING:

Grading Scale: Evaluation will be based on the on-time, satisfactory completion of all course requirements. Grades for the course will be assigned according to College policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>93%</td>
</tr>
<tr>
<td>3.5</td>
<td>88%</td>
</tr>
<tr>
<td>3.0</td>
<td>83%</td>
</tr>
<tr>
<td>2.5</td>
<td>78%</td>
</tr>
<tr>
<td>2.0</td>
<td>73%</td>
</tr>
</tbody>
</table>

4.0 = 4.0 grade points (Achieves highest standards of excellence)
3.5 = 3.5 grade points (Achieves acceptable standards)
3.0 = 3.0 grade points (Meets minimum standards)
2.5 = 2.5 grade points (Unacceptable standards)
2.0 and below = 0.0 grade points (Unacceptable performance)
Augsburg College Department of Nursing

Finding Our Way: Leadership for Uncertain Times Essay Assignment

100 Points

OBJECTIVES OF ESSAY

- Convey an understanding of how healthcare organizations can be viewed as complex adaptive and living systems.
- Apply complexity science to real life leader challenges.
- Compare and contrast dominant cultural beliefs and values of healthcare organizations in which we work with personal cultural belief systems.
- Articulate understanding and learning in a professionally written 6-8 page paper and lead a thoughtful discussion with classmates during the class.

OUTLINE FOR ESSAY

- Title page
- Abstract
- Introduction
- Discussion – Address the following questions in narrative format:
  1. Identify a challenge, paradox or dilemma facing you and your leadership at your work site.
  2. Apply concepts and principles about complex adaptive processes from Wheatley book to unpack this dilemma. Elaborate giving examples of your descriptions with clear examples from the text and class resources. I suggested that they think of a situation on the unit that may have already taken place and dissect it using the principles of complexity, then discuss how they would change the process in the future.
  3. How does understanding complexity science and expanded consciousness transform your actions and attitudes as a leader?
  4. How did using the principles presented in this book and other required readings change your response to this challenge, paradox, or dilemma?
  5. If you implemented change, how was the system response?
  6. What are the questions you still need to ask yourself and why?

- Conclusion paragraph

Length of paper should be approximately 6-8 pages without references demonstrate application of synthesis of scholarly reflection using APA format. Use citations where needed to support your comments. Citations should build on class readings and may include literature not on course reading list.
**Finding Our Way: Leadership for Uncertain Times Essay Assignment**

**Grading Rubric 100 Points**

<table>
<thead>
<tr>
<th>Essay</th>
<th>Needy 5 Pt</th>
<th>10 Pt</th>
<th>Accept. 15 Pt</th>
<th>20 Pt</th>
<th>Excellent 25 Pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohesive organization. Clear thought patterns from beginning to end. All points rationally developed, supported and sequenced.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation integrates all required components to clearly cover the topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative integration &amp; synthesis of key concepts discussed in class, found in relevant scholarly literature, or obtained from other credible sources, including personal experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay is well written using APA style with introductions, conclusions and thoughtful transitions between paragraphs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

---

**Two Student Led Reflections on Required Readings 25 points each**

A. This assignment is intended as a preparation for discussion of readings assigned from the course texts and other readings as appropriate. Consider how this content relates to your leadership and your care setting. What is the link between complexity science and your leadership practice? What questions are raised that are unresolved? Write a one page essay reflecting on the selected reading to be read in class. End with a discussion question designed to help fellow classmates expand on the readings.

- **Experiment with self organization**
- **Reflection on an idea / concept presented by the author in the readings**
- **Demonstrate application of the idea to your practice setting**

B. Read your essay in the class and introduce a discussion that broadens and deepens understanding of the assigned reading.

- Demonstrate openness to the ideas of your colleagues, recognizing multiple interpretations are both possible and beneficial
- Ask clarifying questions to promote full understanding of colleagues’ meanings
- Support creative risk taking / and complexity science approaches
- Support the discussion by thoughtful participation

C. You will have a total of 15 minutes to present and conclude with a discussion.
Grading Rubric for Essay and Presentation

<table>
<thead>
<tr>
<th>Essay &amp; Participation</th>
<th>Lacking 1 Pt</th>
<th>2 Pt</th>
<th>Accept. 3 Pt</th>
<th>4 Pt</th>
<th>Excellent 5Pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohesive organization. Clear thought patterns from beginning to end. All points rationally developed, supported and sequenced.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative integration &amp; synthesis of key concepts discussed in readings and thoughtful application of the key principle included in reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughtful discussion question that stimulates deeper reflection on the readings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarifies and responds appropriate to peers. Demonstrates respectful participation. Expands on discussion as appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents self as a professional. Dress, voice, and handling of verbal and non-verbal communications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part I: In-class sharing ongoing throughout the trimester; responding to forums as posted

Part II: 3 Private Journal (50 Participation Points)

**Purpose:**
This journal is to be a written expression of the learning from your weeks of instruction and clinical experiences. Read Chopra, *The Soul of Leadership* and use it to lead you through a daily quiet time and reflective practice. Journal submissions to faculty are a snapshot of your insights to keep us in dialogue. At the end of each journaling period, submit a 2-3 paragraph synopsis of your major insights during the journaling session.

**Due Dates:** You should begin your journal today. Write in your journal as you experience the interaction of reading, reflecting, and interaction. **Please send 4 selected entries to instructor, via e-mail attachment (not within e-mail itself) on the specified days.** I will respond electronically with comments as I receive them.

**Objective:**
Explore the process of sensing, presencing, and realizing to your personal growth as a leader.

**Optional things to be addressed in your journaling:**
1. *Teaching/Learning* - Describe any “Aha” moments and their relationship to your learning relative to transcultural care systems, leadership and the new science and complexity science theory.
2. *Communication* - Describe any new perspectives (or old perspectives) with regard to communication skills and your understanding of the content you are reading and discussing. Give examples of how you have applied such communication skills.
3. *Leadership/Professionalism* – Describe how your perspective of leadership and what is means to be a “professional” is changing or remaining the same.
4. **Critical Thinking** – Cite some of the passages of your readings that have influenced you during the last week…or frustrated you.
5. **Caring** – Explain how the ideas and content you are reading are affecting you from a “caring” perspective. Express feelings associated with your experiences and personal journey.

**Format & Expectations:**
Please submit 4 selected journal entries to be submitted e-mail attachment to instructor on the specified dates. These entries will be returned to you as you write them and will serve as a direct line of communication with the instructor throughout class. There is no “right” or “wrong” to composing a journal. This is an opportunity for us to dialogue. Three entries are required by the date specified.

**Patient Identification:**
If reporting on clinical patients or specific leaders in your agency, avoid using identifying information to protect their identity. Research authors, text authors, classmates (as appropriate) and others, of course, can be mentioned by name.

Please understand that these journals will not be shared or published without your express permission. (One exception: An occasional statement may be used in my class evaluation report to let the institution know how you liked class, or what I changed in class format and why according to your feedback. All statements will be anonymous.)

**Presentation on Conference Attended:**
Objectives:
1. To relate to peers the learning experience of the conference you chose to attend.
2. Share major take away in the form of a case application from your work setting.

Please address the following points in your presentation:

1. Review the purpose of the conference you attended.
2. How does this conference relate to your nursing leadership?
3. Relate content from this conference to situation or change happening in your work setting.

**Sign up Conference Review**

<table>
<thead>
<tr>
<th>Oct 2</th>
<th>Oct 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>
Part II – Essay Due Week 5: Presentation limited to 15 - 20 minutes each

Building on class readings, outside literature (grey and scholarly) and networking with nursing leaders, please prepare a 7-8 page essay that demonstrates engagement with representative / informant from a transcultural care system:

I. Identifies the Transcultural Care System you chose to explore focusing on one of the following aspects of the system:
   a. Organizational design
   b. Fit with IOM, Healthy People 2020 or MDG’s
   c. Roles of the nurses – preparation function & responsibilities
   d. Interprofessional role relationships
   e. Relationship to MGD or IOM; impact of NGO
   f. NGO involvement
   g. Government involvement

2. Identifies the vision, mission, and values of the organization.
3. Compares these to the system that you currently work in.
4. Identifies “take aways” that you can bring to your work life, from learning about this system

Grading Rubric for Essay and Presentation 50 points

<table>
<thead>
<tr>
<th>Essay &amp; Participation</th>
<th>Lacking 2 Pt</th>
<th>Accept. 6 Pt</th>
<th>Excellent 10Pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohesive organization. Clear thought patterns from beginning to end. All points rationally developed, supported and sequenced.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative integration &amp; synthesis of key concepts discussed in class, found in relevant scholarly literature, or obtained from other credible sources, including personal experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay is well written using APA style with introductions, conclusions and thoughtful transitions between paragraphs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarifies and responds appropriate to peers. Demonstrates respectful participation. Expands on discussion as appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents self as a professional. Dress, voice, and handling of verbal and non-verbal communications.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>