



COLLEGE OF NURSING
Carlatan, San Fernando City, La Union

PHILOSOPHY

We believe in student centered approach to education and management.

We believe in achieving a lot with limited resources by knowing what other institutions are doing, adopting or improving and using that can be applied to the College.

We believe that a strong continuing faculty and staff development program in the college is a vital component of the total effort to attain the main goal of the College.

We believe in the stability and strength as a base for achieving quality education, relevant to national means and development of the total person.

We believe above all that giving honor and glory to God in everything we do, is most important in all official activities of the college.

VISION

We envision Lorma Colleges as an educational institution with a global perspective emphasizing quality, Christian values, and leadership skills relevant to national development.

MISSION

To empower students for service anywhere in the world through Christian-inspired, quality-driven, and service-oriented education and training.

INSTITUTIONAL GRADUATE ATTRIBUTES	INSTITUTIONAL OUTCOMES	
GOD FEARING	IO1	Internalize the Christian values
	IO2	Model the Christian values in their personal and professional lives.
DECISION MAKER, CRITICAL AND CREATIVE THINKER	IO3	Generate ideas and insights utilizing appropriate judgment in decision making.
	IO4	Utilize higher order thinking skills in decision making towards innovation and creating new technologies
	IO5	Apply innovative methods and new technologies to solve different problems and making decisions effectively
EFFECTIVE COMMUNICATOR	IO6	Communicate effectively ideas or knowledge through listening, speaking, reading, writing using culturally appropriate language.
SERVICE-DRIVEN CITIZEN	IO7	Imbibe the service-orientedness to oneself, to oneself, to one's profession and towards the community.
REFLECTIVE LIFE LONG LEARNER	IO8	Commitment to continuously upgrade one's education through readings, seminars and trainings
COMPETENT PROFESSIONAL	IO9	Perform exceptional knowledge, skills and right attitude in accomplishing duties and responsibilities beyond acceptable standards.

NURSING PROGRAM OUTCOMES		INSTITUTIONAL OUTCOMES	VISION	MISSION	PHILOSOPHY
After 4 years, the Lorma graduate will:					
1	Execute professional and social competence in the fields of specialization in accordance to national and international standards. More specifically, the Lorma graduate will be able to:				
	1.1 apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing;	IO1; IO9	✓	✓	✓
	1.2 provide safe, appropriate, and holistic care to individuals, families, population group and community utilizing nursing process;	IO3; IO4; IO7; IO9	✓	✓	✓
	1.3 apply guidelines and principles of evidence-based practice in the delivery of care;	IO5; IO8; IO9	✓	✓	✓
	1.4 communicate effectively in speaking writing and presenting using culturally appropriate language;	IO6	✓	✓	✓
	1.5 document to include reporting up-to-date client care accurately and comprehensively;	IO9	✓	✓	✓
	1.6 work effectively in collaboration with inter, intra, and multi-disciplinary and multi-cultural teams;	IO5; IO9	✓	✓	✓
	1.7 practice beginning management and leadership skills in the delivery of client care using a systems approach;	IO5	✓	✓	✓
	1.8 conduct research with an experienced researcher; and	IO5; IO9	✓	✓	✓
	1.9 apply techno-intelligent care systems and processes in health care delivery.	IO4; IO5; IO9	✓	✓	✓
2	Develop high level of comprehension for decision-making and critical thinking through continuous educational advancement necessary to personal and professional empowerment. In particular, the Lorma graduate will be able to:				

	2.1 engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular; and	IO3; IO4; IO8	✓	✓	✓
	2.2 apply entrepreneurial skills in the delivery of nursing care.	IO4; IO5	✓	✓	✓
3	Exemplify Cristian values, legal, and ethico-moral principles in serving individual clientele in various cross-cultural settings. Purposely, the Lorma graduate will be able to:				
	3.1 practice nursing in accordance with existing laws, legal, ethical, and moral principles;	IO1; IO2	✓	✓	✓
	3.2 demonstrate responsible citizenship and pride of being a Lorma graduate; and	IO2	✓	✓	✓
	3.3 adopt the nursing core values in the practice of the profession.	IO1; IO2; IO9	✓	✓	✓

COURSE SYLLABUS

1. **COURSE CODE** : **NCM 120**
2. **COURSE TITLE** : **Decent Work Employment and Transcultural Nursing**
3. **PRE – REQUISITE** : N/A
4. **CO – REQUISITE** : N/A
5. **COURSE CREDIT** : 2 Units Lecture, 1 Unit Laboratory
6. **CONTACT HOURS/SEMESTER** : 36 Lecture Hours / 54 Laboratory Hours
2 Hours per Week lecture / 3 hours per week laboratory
7. **COURSE DESCRIPTION** : This course will provide students' knowledge and skills in the use of information technology system and data standards based on nursing informatics principles/ theories. It further deals with the utilization of clinical information systems in the management and decision- making of patient care.

8. LEVEL OUTCOMES AND RELATIONSHIP TO PROGRAM OUTCOME

LEVEL OUTCOMES		NURSING PROGRAM OUTCOMES		
At the end of the fourth year, given simulated situations and selected settings with close supervision, the students will:		1	2	3
1	Apply knowledge of principles, theories, and concepts in the use of transcultural nursing and standards in nursing practice.	✓		✓
2	Utilize the clinical information systems in the management and decision- making of patient care.	✓		✓
3	Perform basic skills relevant to transcultural nursing and the health care system.	✓		✓
4	Discuss theories, models and framework in transcultural nursing practice as applied in client care.	✓		✓
5	Appreciate ethico-legal and moral principles as applied in personal and professional scenarios.			
6	Communicate with confidence in writing, speaking, and presenting using culturally appropriate language	✓		
7	Work efficiently with other members of the team			✓
8	Demonstrate self -awareness of one's motivations and potentials for future employment		✓	✓
9	Commit to the value of life-long learning in one's personal and professional life		✓	
10	Model for responsible citizenship and pride as a Filipino Nurse		✓	

9. COURSE OUTCOMES AND RELATIONSHIP TO LEVEL OUTCOMES

Course Outcomes At the end of the course, the student should be able to:		Level Outcomes									
		1	2	3	4	5	6	7	8	9	10
1	Apply theoretical foundations of transcultural nursing.	I	I	I	I	P	P	P	P	P	D
2	Critically examine the relevance of transcultural nursing in addressing contemporary issues and trends in nursing	I	I	I	I	P	P	P	P	P	D
3	Understand cultural competence in health history and physical examination	I	I	I	I	P	P	P	P	P	D
4	Develop influence of culture and health belief system on health care practices	I	I	I	I	P	P	P	P	P	D
5	Comprehend transcultural perspective in children and adult	I	I	I	I	P	P	P	P	P	D
6	Create a culturally competent health care organization	I	I	I	I	P	P	P	P	P	D
7	Identify challenges in transcultural perspective in mental health nursing.	I	I	I	I	P	P	P	P	P	D
8	Develop understanding to culture, family and community	I	I	I	I	P	P	P	P	P	D
9	Perform and know to engage in cultural diversity in the health care workforce	I	I	I	I	P	P	P	P	P	D
10	Critically able to understand cultural competence in ethical decision making	I	I	I	I	P	P	P	P	P	D
11	Demonstrate qualities evolving transcultural nursing as a special field in the profession and global health	I	I	I	I	P	P	P	P	P	D
12	Adopt nursing core values in the application of transcultural nursing practice	I	I	I	I	P	P	P	P	P	D
13	Display an attitude of confidence and trustworthy of practicing the profession in a global perspective	I	I	I	I	P	P	P	P	P	D

- Legend: I – Introduced; P – Performed with supervision; D – Demonstrated

10. COVERAGE

Week	Day	CLASSROOM TOPICS	Learning Resources	Teaching Learning Strategies	Assessment Tasks	Course Outcomes	
				LOLS: Lorma College of Nursing Online Learning System 36 minutes synchronous session 1 hours and 24 minutes asynchronous sessions			
1		UNIT 1 Introduction to Transcultural Nursing 1. Anthropology and Culture 2. Historical and Theoretical Foundations of TCN 3. Cultural Context	➤ Transcultural Concepts in Nursing Care Seventh Edition Margaret M. Andrews, PhD, RN, CTN-A, FAAN Joyceen S. Boyle, PhD, RN, MPH, FAAN	➤ Re-orientation: Policies, rules and regulation, computation of grade. ➤ Multimedia mediated lecture(google meet) ➤ Interactive Discussion Thru GCR/ Zoom	➤ Re-orientation. ▪ I. Requirements ▪ II. Grades	➤ Open Forum ➤ Recall, Summarize, Question, Connect and Comment (RSCQCC)	CO1
2		UNIT 2: Culturally Competent Nursing Care A. Rationale for Culturally Competent Care B. Definitions and Categories of Cultural Competence C. Guidelines for the Practice of Culturally Competent Nursing Care D. Cultural self-assessment and cultural assessment of clients	➤ Transcultural Concepts in Nursing Care Seventh Edition Margaret M. Andrews, PhD, RN, CTN-A, FAAN Joyceen S. Boyle, PhD, RN, MPH, FAAN	➤ Multimedia mediated lecture(google meet) ➤ Interactive Discussion Thru GCR/ Zoom ➤ Research assignment on Guidelines of Practice of Culturally Competent Nursing Care	➤ Film Viewing about Transcultural Nursing ➤ Critical Thinking Activity (page 51) Choose at least 2 questions	➤ Teacher-designed Feedback (reaction report on film viewing) ➤ Accomplishment of laboratory exercise on ➤ Rubric for laboratory activity and research question ➤ Online Quiz	CO2

							on unit 1&2 using testmoz		
3			UNIT 3: Cultural Competence in the Health History and Physical Examination A. Cultural Assessment B. Transcultural Perspectives on the Health History	Margaret M. Andrews and Margaret Murray-Wright	➤ Multimedia mediated lecture(google meet) ➤ Interactive Discussion thru GCR/ Zoom	➤ Group Research report Cultural Assessment video presentation using Microsoft power point.) ➤ Classroom exercise (page 79) ▪ Video viewing on a Clinic Nurse in an urban managed primary health care ▪ Q&A	➤ Teacher-designed Feedback(rubrics for group report) ➤ Accomplishment of laboratory exercise on ➤ Rubric for oral Group report/oral presentation ➤ Online Quiz on unit 3 using testmoz	CO3	
4			UNIT 4: The Influence of Cultural and Health Belief System on Health Care Practices A. Cultural belief system B. Health and Illness Behavior C. Types of Healing system	➤ Transcultural Concepts in Nursing Care Seventh Edition Margaret M. Andrews, PhD, RN, CTN-A, FAAN Joyceen S. Boyle, PhD, RN, MPH, FAAN	➤ Multimedia mediated lecture(google meet) ➤ Interactive Discussion thru GCR/ Zoom ➤ Assignment: Cultural Belief System: Types of Healing System	➤ Critical Thinking Activities ➤ Choose only one (Page 116)	Teacher-designed Feedback Accomplishment of laboratory exercise on Review questions (Page 116) Rubric for Documentation and research question	CO4	
5			PRELIM EXAMINATION						
6			UNIT 5:	➤ Transcultural Concepts	➤ Multimedia	➤ Compare	Teacher-	CO5	

		<p>Transcultural Nursing Across the Lifespan Transcultural Perspective in Childbearing</p> <p>A. Overview of Cultural Belief system and Practices related to Childbearing B. Fertility Control and Culture C. Pregnancy and Culture</p>	<p>in Nursing Care Seventh Edition Margaret M. Andrews, PhD, RN, CTN-A, FAAN Joyceen S. Boyle, PhD, RN, MPH, FAAN</p>	<p>mediated lecture(google meet)</p> <p>➤ Interactive Discussion Thru GCR/ Zoom</p>	<p>Traditional Western Medical Support for pregnant women with non-traditional.</p> <p>➤ Review question 3: (page 149)</p>	<p>designed Feedback Accomplishment of laboratory exercise on Critical Thinking Activity. (page 149)</p>	
7		<p>UNIT 6: Transcultural Perspective in the Nursing Care of Children</p> <ul style="list-style-type: none"> - Children in a culturally diverse society - Children as a population - Children's health status - Culture-Universal and Culture Specific Child Rearing 	<p>➤ Transcultural Concepts in Nursing Care Seventh Edition Margaret M. Andrews, PhD, RN, CTN-A, FAAN Joyceen S. Boyle, PhD, RN, MPH, FAAN</p>	<p>➤ Interactive Discussion(google meet)</p> <p>➤ Lecture Notes Review</p> <p>➤ Assignment;</p> <p>➤ Research on Hispanic cultural illnesses affecting children.</p>	<p>➤ Video viewing: Caring for a child with a diverse cultural background.</p>	<p>Teacher-designed Feedback(oral presentation) (RSCQCC)</p>	CO6
8		<p>UNIT 7: Transcultural Perspective in the Nursing Care of Adults</p> <p>A. Overview of Cultural Influences on Adulthood B. Developmental transitions: Changing roles and Relationships C. Adult Health Transitions and Nursing Interventions</p>	<p>➤ Transcultural Concepts in Nursing Care Seventh Edition Margaret M. Andrews, PhD, RN, CTN-A, FAAN Joyceen S. Boyle, PhD, RN, MPH, FAAN</p>	<p>➤ Multimedia mediated lecture(google meet)</p> <p>➤ Video-recorded lecture quiz</p> <p>➤ Review on Midterm Coverage exam</p>	<p>➤ Scenario Analysis using Electronic Health Record for documentation of Care</p> <p>➤ Worksheet Completion. (page 148)</p>	<p>Teacher-designed Feedback Accomplishment of worksheet Rubric for laboratory activity and research question</p>	CO7
10		<p>UNIT 8: Transcultural Perspective in the Nursing Care of Older Adults</p> <p>A. The Older Adult in Contemporary Society:</p>	<p>➤ Transcultural Concepts in Nursing Care Seventh Edition Margaret M. Andrews,</p>	<p>➤ Multimedia mediated lecture(google meet)</p>	<p>➤ Online Survey</p> <p>➤ Survey Preparation</p> <p>➤ Data</p>	<p>Teacher-designed Feedback(oral presentation) Accomplishment</p>	CO8

			<p>Factors Affecting Health</p> <p>B. The Older Adult in the Community: Cultural Influences</p> <p>C. Caregiving of Older Adults</p>	<p>PhD, RN, CTN-A, FAAN Joyceen S. Boyle, PhD, RN, MPH, FAAN</p>	<p>➤ Assignment ; Create a survey form using google form</p>	<p>Collection</p> <p>➤ Data Analysis and Presentation using IMRAD format</p> <p>➤ Classroom Exercise (page 148)</p>	<p>nt of laboratory exercise on Rubric for classroom exercise Online quiz on chapter 8 using testmoz</p>		
11			<p>UNIT 9: Discussion Across Models and Future of TCN</p> <p>A. Across Theory, Models and Guide</p> <p>B. Nursing education</p> <p>C. Nursing Practice</p> <p>D. Nursing administration</p> <p>E. Future of TCN</p>	<p>Transcultural Nursing Theory Models Priscilla Lim Sagar, EdD, RN, ACNS-BC, CTN-A , Springer Publishing Company 2012</p>	<p>➤ Online seminar on Application of Transcultural Nursing</p> <p>➤ Multimedia mediated lecture(google meet)</p>	<p>➤ Role Playing</p> <p>➤ Formulation of case for Transcultural Nursing</p>	<p>➤ Teacher-designed Feedback(oral presentation)</p> <p>➤ Online Quiz on chapter 9 TESTMOZ</p>	CO9	
12			MIDTERM EXAMINATION						
13			<p>UNIT 10 Introduction to Decent Work Employment</p> <p>A. Origin of Decent Work Concept</p> <p>B. Definition of Decent Work</p> <p>C. Historical Background of ILO</p> <p>D. The role of International Labor Organization</p>	<p>Decent Work, ILO's Response to the Globalization of Working Life:Basic Concepts and Global Implementation with special reference to Occupational Health. Jorma Rantanen, Franklin Muchiri and Suvi Lehtnin, May 2020</p>	<p>➤ Multimedia mediated lecture(google meet)</p> <p>➤ Case presentation (Decent Work in relation to ILO)</p> <p>➤ Group presentation(video)at least 4members each.</p>	<p>Activity on Clinical practice Online</p>	<p>➤ Teacher-designed Feedback(oral presentation)</p> <p>➤ Rubric for Clinical practice Online Quiz on Unit 10 TESTMOZ</p>	CO10	

14			UNIT 11 Decent Work Country Programs A. Background DWCP B. The DWCP process C. Status of DWCP Development by Region	Decent Work, ILO's Response to the Globalization of Working Life: Basic Concepts and Global Implementation with special reference to Occupational Health. Jorma Rantanen, Franklin Muchiri and Suvi Lehtnin, May 2020	<ul style="list-style-type: none"> ➤ Multimedia mediated lecture (google meet) ➤ Research assignment Decent work framework 	laboratory exercise	Teacher-designed Feedback (oral presentation) Accomplishment of laboratory exercise on Rubric for classroom exercise Online quiz Unit 11 TESTMOZ	CO11
15			UNIT 12 The impact of the global economic crisis on non-discrimination in employment and occupation A. Impact of Migrant Workers B. The crisis and women workers C. Poverty and Discrimination	Equality at Work: The continuing challenge. (ILO/International Labor Conference 100 th session 2011)	<ul style="list-style-type: none"> ➤ Multimedia mediated lecture (google meet) ➤ Interactive online class discussion thru GCR/ Zoom ➤ Video presentation on Legal Perspective in relation to TCN 	Group Activity	Teacher-designed Feedback (oral presentation) Accomplishment of laboratory exercise on Rubric for classroom exercise Online quiz UNIT 12 TESTMOZ	CO 12
16			UNIT 13 Cultural Competence in Ethical Decision Making A. Contrasting of Social Constructions of Morality B. Ethics and Health Disparities	<ul style="list-style-type: none"> ➤ Transcultural Concepts in Nursing Care Seventh Edition Margaret M. Andrews, PhD, RN, CTN-A, FAAN Joyceen S. Boyle, PhD, RN, MPH, FAAN 	<ul style="list-style-type: none"> ➤ Multimedia mediated lecture (google meet) ➤ Interactive Discussion thru GCR/ Zoom ➤ 	Laboratory exercise	Teacher-designed Feedback (oral presentation) Accomplishment of laboratory exercise on Rubric for classroom exercise Online quiz Unit 13 TESTMOZ	CO 13

17			UNIT 14 Nursing and Global Health A. Introduction to Global Health B. Global Health Disparities C. The Changing Landscape of Global Health D. The Global Public Health Sector E. Other Nursing Roles Internationally	➤ Transcultural Concepts in Nursing Care Seventh Edition Margaret M. Andrews, PhD, RN, CTN-A, FAAN Joyceen S. Boyle, PhD, RN, MPH, FAAN	➤ Multimedia mediated lecture(google meet) ➤ Interactive discussion in preparation to TCH and the world thru GCR/ Zoom ➤ Case reporting	Review on Final Coverage Exam	Teacher-designed Feedback(oral presentation) Accomplishment of laboratory exercise on Rubric for classroom exercise Online quiz UNIT 14 TESTMOZ Review on Final Coverage Exam	CO 14
18	FINAL EXAMINATION							

11. SUGGESTED READINGS AND REFERENCES

Margaret M. Andrews and Joyceen S. Boyle **Transcultural Concepts in Nursing Care** Seventh Edition

OTHER READINGS AND REFERENCES

Paula McGee **Teaching Transcultural Care A guide for teachers of nursing and health care**

First edition 1992 Singular Publishing Group, Inc., 4284 41st Street, San Diego, California 92105

Marilyn A. Ray, **Transcultural Caring Dynamics in Nursing and Health Care** Copyright © 2010 by F. A. Davis Company

Priscilla Limbo Sagar, **Transcultural Nursing Theory and Models Application in Nursing Education, Practice, and Administration**

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12. COURSE EVALUATION

COURSE REQUIREMENT (as per Student Handbook pg. 19)	Total Weight (%)
A. Term Grade (i.e. Prelim, Midterm, Final)	66.67% (2/3)
1. Class Standing	
<ul style="list-style-type: none"> • Attendance – 6/6 attendance for synchronous sessions/ term • Recitation - Note: 5 standard points, increment of 1 for every recitation made by the student, 10 points maximum. • Assignment / Quizzes 	

<ul style="list-style-type: none"> • For laboratory - Accomplishment of worksheets 30% • Performance of practical application 20% decrement of 1% for every non-performance of practical application <p>Transmutation Formula = $\frac{\text{Total Score}}{\text{Total \# of Items}} \times 60\% + 40\%$</p>	
2. Term Examination	33.33% (1/3)
TOTAL	100%
B. Final Final Grade	
1. Preliminary Grade	30%
2. Midterm Grade	30%
3. Final Grade	40%
TOTAL	100%
<p>NOTE: For professional nursing subjects the final final grade is computed as follows:</p> <ul style="list-style-type: none"> • 80% of the Tentative Final Final Grade (Prelim + Midterm + Final) + 20% of the Comprehensive Exam 	

RUBRIC FOR EVERY ASSESSMENT TASKS

Assessment Tasks	Code	CRITERIA/MECHANICS
Attendance	A95+1	6/6 attendance for synchronous sessions/term Definition (as per Student Handbook pg. 14): <ul style="list-style-type: none"> • Excused Absences – sickness/illness supported by a Medical Certificate, death of immediate family members, sickness or hospitalization of nearest kin or guardian, represent the college in a competition or any similar event. • Unexcused Absences – family reunion, running for an errand, unavailable rides/traffic or any other reasons which do not constitute an excused absence. • Late: 1-15 minutes • Absent: beyond 15 minutes <p>Note: 3 accumulated lates will be considered 1 day absent. Disregard the number of minutes incurred.</p>
	Code	MECHANICS
Recitation	R5+1	<ul style="list-style-type: none"> • 1 point – accurate answer <p>0.5 point - inaccurate/erroneous answer/attempted</p>

	Code	Criteria	Mechanics				Score
			4	3	2	1	
Flipped Video, PowerPoint/ Slides Presentation	AQC4	Appropriateness and Potential	The video is awesome and it could “go viral” and employs “sweet spots” (things that the audience can relate to). Almost everyone who watches it will want to pass it on to someone they know.	The video is appropriate. Most people would pass this video on to their friends and family through social networking.	The video is someone inappropriate and the average person would probably not want to associate himself or herself with this video.	The video is inappropriate, the average person would not want to associate themselves with this video by reposting on social media.	
		Quality of Production	The video is very well produced with great audio/picture/composition.	The video is well produced with good audio/picture/composition.	The video is adequately produced with satisfactory audio/picture/composition.	The video is very poorly produced with bad audio/picture/composition.	
		Creativity and Planning	A huge amount of creativity and thought is evident in the project.	A great deal of creativity and thought is evident in the project and it is carefully planned.	Some creativity and thought is evident in the project, however it looks rushed or incomplete.	Very little creativity and thought is evident in the project.	
		PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	Output is submitted after 1 week or more of deadline	
TOTAL							

	Code	Criteria	Mechanics				Score
			4	3	2	1	
Oral Reporting, Case Presentation and other oral presentations 1. Department (50%)	BEIPPV4	Body Language	Movements seemed fluid and helped the audience visualize.	Made movement or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	
		Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	
		Introduction	Student delivers open	Student displays clear	Student clearly uses	Student does	

1. Content/Output (50%) – Use rubric for case analysis	and Closure	and closing remarks that capture the attention of the audience and set the mood.	introductory or closing remarks.	either an introductory or closing remark, but not both.	not display clear introductory or closing remarks.	
	Pacing	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	
	Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them, displays little or no tension.	Displays mild tension, has trouble recovering from mistakes.	Tension and nervousness is obvious, has trouble recovering from mistakes.	
	Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	
	PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	Output is submitted after 1 week or more of deadline	
TOTAL						

Case Analysis/ Journal Sharing/Journal Reading/Case Study/ Situational or Problem-Based Seat Work and Assignment,	Code	Criteria	MECHANICS			Score
			3	2	1	
	IPKAC3	Issues	Presents an accurate, detailed and insightful description of a variety of problems and opportunities.	Accurately identifies and describes some problems and opportunities.	Mischaracterizes problems and/or overlooks issues.	
		Perspectives	Manifests concern for equity and analyzes situations with view toward respecting	Presents insight into the perspectives of some, or presents limited insight	Displays little or no social sensitivity. May be stereotyping or	

Reaction Paper, Essay and other Creative Writings		persons. Seeks to understand the positions of others and generally succeeds.	into the perspectives of many.	generalizing about groups. Exhibits little regard for the perspective of others.	
	Knowledge	Presents a balanced and critical view of multiple sources of knowledge (personal experience, theory, and research, facts) to create criteria for informed judgments.	Utilizes a variety of sources of knowledge as criteria for reasoning and decisions.	Demonstrates unchallenged dependence on authority, experts, or gut instinct to the exclusion of other sources of evidence and better reasoning.	
	Actions	Considers a variety of actions that address the multiple issues present.	Identifies appropriate actions addressing some of the issues present.	Perceives few or limited alternative actions. Does not address fully the spectrum of issues raised.	
	Consequences	Recognizes the complex, interactive nature of educational actions and decisions. Draws attention to the broader social consequences related to schooling and education.	Identifies basic consequences to proposed actions with attention to their social outcomes.	Displays limited awareness of consequence or broader social outcomes of decisions and actions.	
	PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	
TOTAL					

RUBRIC FOR PROJECT

AREAS ASSESSED	4 (GREAT WORK!)	3 (GOOD JOB!)	2 (GETTING THERE!)	1 (NOT QUITE!)	SCORE
ORGANIZATION	All materials are neat and information is easy to understand	Most materials are neat and most information is easy to understand	Some materials are neat and some information is easy to understand.	Materials are not neat and are difficult to understand	
CONTENT	Subject area mastery is demonstrated through end result project	Subject understanding is demonstrated through end result project	Basic understanding of subject area material is met through end result project	End result project demonstrates lack of understanding of subject area	
TEAMWORK	Each group member	Most group members	Some group members	Few group members	

	made contribution to project material and presentation	contributed to project materials and presentation	contributed to project materials and presentation	contributed to project materials and presentation	
PRESENTATION	Information is presented with knowledge and creativity	Information is presented with acceptable knowledge and creativity	Information is presented with limited knowledge and minimal creativity	Information is unclear or lacking and is presented with little creativity	
PUNCTUALITY	Output is submitted on time	Output is submitted after 1 day of deadline	Output is submitted after 3 days of deadline	Output is submitted after 1 week or more of deadline	
TOTAL					

14. CLASSROOM POLICIES

A. Professional Decorum (pg. 15)

Student of Lorma Colleges' College of Nursing are expected to behave properly at all times especially if in the school premises. The guidelines are as follows:

1. Courteously knock on every door before entering any room, wait for acknowledgment then introduce self.
2. Maintain a moderate tone voice anywhere especially along the corridors, classrooms and patient's room.
3. Greet patients, relatives, teachers, employees and peers as you meet them.
4. Friendliness is encouraged but always maintains professionalism since too much familiarity may compromise the respect for each other.
5. Confidentiality on patient's information should be observed.
6. Practice and maintain good posture at all times.
7. Students are not allowed to go out of the hospital compound for their snacks/meals.
8. Bringing in prepared foods should only be eaten at the designated places.
9. Allowed time for snacks is 15 minutes and 30 minutes for mealtime in any given shift.
10. Students must observe humility, tactfulness and respect when dealing with others. Always observe the Code of Ethics for Nurses and practice the Golden Rule in everyday life.
11. Students must wear the prescribed uniform at all times with dignity and respect and should be worn only in the school and hospital premises.
12. Students are not allowed to entertain visitors while on duty. Should an emergency occur where an immediate member of the family is involved, permission from the clinical instructor must be sought first and accomplish a hospital visitation form.
13. Gambling, smoking and drinking of alcoholic beverages and drug use are strictly prohibited.
14. In case of emergency, the unit's telephone may be used with permission from the staff and the Clinical Instructor. Otherwise, use of the unit's telephone is not allowed.
15. Promptness at all times, in all occasions and in any setting must be observed.
16. Students must strictly adhere to the hospital/community school e, rules and regulations.
17. Students should not loiter around while in school premises. These preceding guidelines professional decorum are not limited to as written. Other guidelines for social norms and general behavior are written in the Lorma Colleges' Student Handbook and must strictly observe.

B. Classroom (pg. 16)

1. The students are required to wear the prescribed college uniform in the given day.
 Monday/Thursday – institutional uniform with blue slacks
 Tuesday/Friday – clinical uniform (without apron for females) with black shoes
 Wednesday/Saturday – clinical uniform (without apron for females) with black shoes
2. The students should strictly comply with the policies stated above, in terms of punctuality, attendance, compliance to the requirements, etc.
3. Every semester, there are three major examinations, namely Prelims, Midterms and Final Examinations.
4. Any forms of misconduct like cheating, behaviours, etc. will be subjected to disciplinary action.

NOTE: Students are advised to read the student handbook from pages 8-20. Any amendments to the student handbook and/or new issued policies, rules and regulations the administration and the college deemed necessary, shall be applied automatically to the student/s currently enrolled in the college.

15. CONSULTATION HOURS

Name of Instructor	Day	Time
Dr. Ramon Perley M. Pandaan		
Prince del Rosario, RN		

Course Title	Date Effective	Date Revised	Prepared by	Reviewed by	Noted by	Recommending Approval	Approved by
Decent Work and Transcultural Nursing	First Semester, SY 2021-2022	July 2021	Dr. Ramon Perley M. Pandaan	Marisol Jane T. Jomaya RN, MAN Chairman, OBE Committee	Marites M. Chan, MAN Head, Level IV Teresita A. Ferrer, MAN Asst. Dean for Academics	Marites C. Pagdilao, MAN, MPA Dean, College of Nursing	Pacita G. Apilado, MAN, Ed.D Executive Director for Academics