

# CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

<b>COURSE NAME:</b> NURS 101 Transitions to Professional Practice.			
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COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPNONSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
<b>Syllabus</b>	Use of third person	Land Acknowledgement	Recognizing and bridging relations with local indigenous groups.
	Punitive language on late submissions of assignments.	Remove punitive language like late work.	Recognize the student needs and circumstances that may be barriers to success.
RESOURCES USED and where to find more information: AHC DE Online Course.			
<b>Course Units</b>			
RESOURCES USED and where to find more information:			
<b>Reading Assigned/Textbook</b>		Supplemental Materials. Implicit Bias.	Recognizing own behaviors that affect relationships with peers and patients.
RESOURCES USED and where to find more information: S Melton. Nursing Microaggressions. Microaggressions Toolkit. Self-interventions to mitigate implicit bias.			
<b>Instructional Methods</b>	Lectures	Depart from "sage on stage." Provide opportunities for facilitate peer activities and discussions.	Multiple Learning Styles.
		Discussion Boards – group and individual.	
RESOURCES USED and where to find more information: AHC Effective and Best Practice DE Online course.			
<b>Assignments</b>		Online Anecdotes: Men in Nursing.	Inclusion of Men in Nursing
RESOURCES USED and where to find more information:			
<b>Activities</b>		Reflective Reactions to articles and class materials.	Multiple Learning Styles.
		Essay Q&A	
		Group Activities	
RESOURCES USED and where to find more information: AHC Effective and Best Practice DE Online course.			
<b>Instructional Methods</b>		Highlight: Group and Individual Accomplishments.	Women in Nursing. Minorities in Nursing. Recognize the unsung figures who shaped nursing as we know it today.
RESOURCES USED and where to find more information: Google Search:			
<ul style="list-style-type: none"> <li>• 620 AD. Rufaida bint Sa'ad (Rufayda Al-Aslamia). Madinah, Saudi Arabia. First Muslim female nurse. Nursing is a way to show love for Allah. First female surgeon. She used her skills to care for the wounded soldiers. Established the first mobile care tents to treat soldiers in the field.</li> <li>• St Phoebe. Deacon. Used her wealth and influence to grow the Christian church. She leveraged a trip to spread the gospel. First traveling nurse. Roles include teaching, preaching, caring for the poor, or hosting meetings in her home.</li> <li>• Mary Eliza Mahoney. First professional African American nurse in the US. Co-founded National Association of Colored Graduate Nurses and one of the founders of American Nurses Association.</li> <li>• Mary Seacole. Jamaican equivalent of Florence Nightingale. 19<sup>th</sup> Century expert in herbal remedies. Served in Crimean War.</li> </ul>			
<b>Classroom Environment</b>		Flipped Classroom Group Activities	Multiple Learning Styles
		Fluid. Allow students to rearrange classrooms to facilitate conducive peer discussions.	Limit or not allow recording to prevent stifling conversations and discussions.

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<b>Grading Policies</b>	Penalties on late submissions.	Allow three attempts on formative exercises.	Multiple Learning Styles.
		Provide a variety of evaluative measures.	
RESOURCES USED and where to find more information:			
<b>Learning Goals</b>		Provide a welcoming and enriching learning experience. Address the needs of all students. Ensure course rigor by promoting responsibility and accountability for own learning.	Multiple Learning Styles.
		Transparent. Backward design. Identify the intended outcomes, measures, and plan the course accordingly. The test is designed to measure intended outcomes.	Provide ongoing climate check on students. Underperformance is deemed as a symptom of other challenges that may go beyond academic skills.
RESOURCES USED and where to find more information:			

<b>***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:</b>
<ul style="list-style-type: none"> <li>Seek-out, recognize, and address bias within the curriculum components.</li> <li>Highlight representations from the cultures that reflect the students we serve.</li> <li>Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.</li> <li>Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.</li> <li>Highlight power dynamics, privilege, and historical oppression.</li> <li>Utilize multiple perspectives from different cultural groups.</li> <li>Seek to reach multiple learning styles / intelligences.</li> </ul>