**Gannon University**

**Doctoral of Nursing Practice**

**Transcultural Influences on Health Care**

**DNURS 802 – OA**

**traField Trip Clinical Log**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field Trip Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This log should reflect your awareness of cultural competence or your striving for achieving cultural competence.

Your log of your observations and reflections should include the following objectives:

* Demonstrate your awareness of your existence at the site without letting your thoughts and actions have an undue influence on those from other backgrounds at your site of observation.
* An application of the primary and secondary characteristics of culture as discussed by Purnell as they would apply (not all would apply in your limited observation).
* Discuss the degree to those who you are observing their adherence to their beliefs, values and practices of their dominant culture.
* Discuss any judgmental attitudes you may have felt but of course would not share with your site.
* Discuss your comfort at the site.
* Discuss what you could have done to have been better prepared for your visit.
* Discuss your newly learned knowledge and understanding of the culture observed at the site.
* Include hours spent preparing for the field trip and hour(s) spent observing as well as the total hours for this experience. A minimum of 15 hours is expected for the completion of this experience.

**SAMPLE LOG OUTLINE:**

**Date: Hours:**

**Objective:**

**Observation/Reflections:**

**Date: Hours:**

**Objective:**

**Observations/Reflections:**

**Total Hours:**

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**Doctoral of Nursing Practice**

**Transcultural Influences on Health Care**

**DNURS 802 – OA**

**Cultural Assessment Clinical Log**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cultural Assessment Site \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

As discussed by Purnell & Fenkl (2021) and Andrews & Boyle (2020), the cultural assessment should address in a systematic approach the health-related values, cultural beliefs, practices and values of the student’s chosen culture. This log should reflect the student’s experiences when conducting the assessment by discussion of the parameters listed below. The log should conclude with a summary of possible plans and interventions that have been identified through this assessment. The log should also include the hours spent in preparation for the assessment; time spent conducting the assessment and the total hours for this assignment. A minimum of 25 hours is expected to complete this experience.

**Date: Hours/Total Hours:**

**Overview, inhabited localities, and topography**

**Communication**

**Family Roles and organization**

**Workforce issues**

**Biocultural ecology**

**High-risk behaviors**

**Nutrition**

**Pregnancy and childrearing practices**

**Death rituals**

**Spirituality**

**Health care practices**

**Health care providers**

**Summary**

**Presentation Power Point Grading Rubric (10%/maximum 40 points)**

**To be used for Field Trip and Cultural Assessment Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| Component | 0 points | 5 points | 10  points |
| Information | Information is incomplete; logical sequence is not evident | Information gaps and lengthy text are evident | Accurate and complete information is presented in a concise, logical sequence |
| Background & Text | Text cannot be read on selected background; text size and color make it difficult to focus on information | Background is not consistent throughout the presentation; text size and color change with each slide | Background and text complement each other; easy to read, consistent throughout the presentation |
| Spelling, Punctuation & Grammar | Spelling mistakes occur throughout the entire presentation, standard grammar usage is not evident | Several spelling mistakes occur throughout | Spelling is correct throughout the presentation; correct grammar is evident |
| APA formatted Bibliography | APA not used | More than 3 APA errors presentation; a few grammar mistakes are present | Less than 3 APA errors |

**Grading Rubric for Field Trip Summary Paper**

|  |  |  |  |
| --- | --- | --- | --- |
| Components | 0 points | 5 Point | 10 Points |
| Abstract | None | Brief. Lacks Conciseness and description of paper | Detailed. Clearly summarizes paper |
| Description of chosen cultural site | Does not describe chosen topic | Clearly describes chosen cultural site | In-depth description of cultural site |
| Observation | No evidence observations | Minimal discussion of observations | Thoroughly discusses observations citing journal articles |
| Impact of experience on future understanding of health care from a TCN perspective | Does not discuss health care from a TCN perspective | Brief overview of impact of experience on understanding of health care from a TCN perspective | Comprehensive discussion of impact of understanding health care from a TCN perspective |
| APA formatted bibliography | Not used | More than 3 errors | Less than 3 errors |

**Grading Rubric for Cultural Assessment Paper**

|  |  |  |  |
| --- | --- | --- | --- |
| Components | 0 points | 5 Point | 10 Points |
| Abstract | None | Brief. Lacks Conciseness and description of paper | Detailed. Clearly summarizes paper |
| Overview of Purnell’s Model for Cultural Competence | No overview of Purnell’s Model of Cultural Competence | Clear overview of Purnell’s Model of Cultural Competence | In-depth discussion of Purnell’s Model of Cultural Competence |
| Description /history of chosen cultural group | No evidence of description/history of chosen cultural group | Minimal description/history of chosen cultural group | Thoroughly description/history of chosen cultural group |
| Discussion of Cultural Assessment | Does not discuss Cultural Assessment | Brief overview of Cultural Assessment | Comprehensive discussion of cultural assessment |
| Similarities and differences of caring constructs from Anglo American | No discussion of similarities and differences of caring constructs from Anglo American | Brief discussion of similarities and differences of caring constructs from Anglo American | Extensive discussion of similarities and differences of caring constructs from Anglo  American |
| APA formatted bibliography | Not used | More than 3 errors | Less than 3 errors |