

**Intersection of Culture and Healthcare**  
**IDIS216**  
**Spring 2011**

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Office Hours: Mon. & Wed. 10:30-12:30, as announced and by appointment.

Meeting Time: Monday & Wednesday 8:55-10:05

Classroom Assignment: PPHAC102

Catalog Description:

The focus of this course is the intersection of culture and healthcare. In this course the student will develop an understanding of health, illness and the meanings of these concepts for members of non-western socio-cultural populations. Topical points include; culturally bound practices and the impact on healthcare practices and decision-making, structures that promote access to healthcare and structures that impede access. The concept of delivering culturally competent care will be examined and strategies for promoting competence will be explored.

Course Objectives:

1. Examine cultural influences on healthcare decision making in non-western cultures.
2. Examine personal views relating to access to healthcare.
3. Recognize structures that influence access to healthcare.
4. Propose strategies to incorporate into healthcare to overcome barriers to healthcare.
5. Develop person strategies to facilitate delivery of culturally competent care.

Teaching and Learning Strategies: seminar format

Required Texts:

Bloom, S. G. (2000) *Postville a clash of cultures in heartland America*. Orlando: Harcourt, Inc.

Spector R. E. (2009) *Cultural diversity in health and illness (7<sup>th</sup> ed.)*. Upper Saddle River, N.J.: Pearson Prentice Hall.

Reserve Materials:

Banks, J. A. (2004). Multicultural education: Historical development, dimensions, and practice. In J. A. Banks & C. A. Banks (Eds.), *Handbook of research on multicultural education* (2 ed., pp. 3-29). San Francisco: Jossey-Bass.

Banks, J. A. (2005) Multicultural education: Characteristics and goals. In J. A. Banks & C. A. Banks (Eds.), *Multicultural education: Issues and perspectives* (5 ed., pp. 3-30). Hoboken, NJ: John Wiley & Sons, Inc.

- Hays, P. A. (1996). Assessing the complexities of culture and gender in counseling. *Journal of Counseling & Development*, 74, 332-338. Retrieved on January 15, 2009 from <http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=1996-00289-003&site=ehost-live>
- Hays, P. A. (2008). Seeing the forest and the trees: The complexities of culture in Practice. In P. A. Hays, *Addressing cultural complexities in practice: A framework for clinicians and counselors* (2 ed., pp. 3-18). Washington, DC: American Psychological Association.
- Killian, P. & Waite, R. (2007) Cultural diversity: Best practices. *Advance for Nurses* (December 10, 2007), 29-31.
- McIntosh, P (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom* (July/August), 10-12.
- Scott, D. E. (2008) The multicultural health care work environment. *The American Nurse* (January/February), 7.
- Tisdell, E. J. (1995) Creating inclusive adult learning environments: Insights from multicultural education and feminist pedagogy. (Part 1) Retrieved on January 15, 2009 from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED384827&site=ehost-live>

### **Materials as announced on reserve in Reeves Library**

#### **Methods of Evaluation:**

1. **20%** Cultural Assessment
2. **15%** Culture Project
3. **5% x 3= 15%** Quizzes
4. **5% x 4= 20%** Journals-
  - a. Response to “Addressing Model” Activity and “Knapsack” Article.
  - b. Cultural Reflection
  - c. Cinderella Activity
  - d. Cultural Experience
5. **25%** Paper
  - a. Discuss model of “culturally competent care” (examples Leininger, Purnell).
  - b. Develop strategy for incorporating model into a venue (i.e. - hospital, clinic, healthcare education setting) utilizing a model.
  - c. Reflect on knowledge acquired related to culture
6. **5%** Class participation/ Attendance
  - a. Preparation of self-portrait- a visual representation of impact of culture, share with class and discuss strategies to promote culturally competent healthcare consistent with cultural background.
  - b. Discussion of assigned readings
  - c. Participating in “Addressing Model” activity
  - d. “Active participation” (volunteering thoughtful answers on a regular basis)
  - e. Attendance

- i. Points will be deducted for unexcused absences.
- ii. Points will be deducted for lateness

**Attendance:** Attendance is a requirement for classroom of the course; therefore faculty discretion will be used to deduct points from the attendance grade.

**Lateness:** Faculty discretion will be used to deduct points from the attendance grade for any lateness.

**Assignments** are expected on or before their due date. Five points per day will be deducted from grade if assignments are handed in late. American Psychological Association (APA) formatting and referencing are required for assignments.

### **DISABILITY ACCOMODATIONS**

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

### **ACADEMIC HONESTY**

You are required to read the entire Academic Honesty Policy, found in the Student Handbook. In short, you need to know that cheating and plagiarism will not be tolerated. Plagiarism is the misrepresentation of someone else's work as your own. This includes such instances as quoting directly from a published work without giving the author credit (i.e. proper citation), inserting the author's words as your own, using or "borrowing" another student's work, buying a paper from a professional service, etc. It is your responsibility to be familiar with what constitutes plagiarism and, in the event of uncertainty, to ask in a constructive manner about an assignment in question before it is due in a final version. You are also required to keep all note cards and rough drafts on papers and assignments until given a final grade for that course. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty found in the Student Handbook. In the event of a suspected infraction – in fairness to your peers and the standards of the college – it is my job to send the materials in question to the Academic Affairs Office. You may meet with Dean Carol Traupman-Carr to discuss the charge and the procedures for appealing, but she alone does not make a decision on whether or not to uphold the charge or the penalty.

**Inclement Weather:** College policy will be followed relative to inclement weather. Please check the College web-site or call (610) 625-7995 for any announcements relative to weather and the cancellation of class.

### **Notes:**

Please note that it within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

Please also note while I will try to hold to the flow of the syllabus it is subject to change over the course of the semester.

Schedule IDIS 216

| <b>Week</b>        | <b>Topic/Readings</b>  | <b>Assignments</b>  |
|--------------------|--|---|
| Week 1<br>1/17/11  | Course Introduction: Concepts of Culture, Ethnicity, Religion & Socialization.<br>Article: Hays, McIntosh  |   |
| Week 2<br>1/24/11  | Topics: Culture, Heritage & History<br>Chapter 1- Cultural Heritage<br>Article: McIntosh, Hays<br>Bloom: Prologue-Chapter 4  |   |
| Week 3<br>1/31/11  | Topics: Demographic Change, Poverty: Their Effect on Health Care<br>Chapter 2- Diversity<br><b>Guest:</b> Sharon A. Brown<br>Director, Office of Institutional Diversity | <b>Journal Entry #1</b>                                     |
| Week 4<br>2/7/11   | Topics: Concepts of Health and Illness<br>Chapter 3- Health & Illness<br>Bloom: Chapters 5- 8  |   |
| Week 5<br>2/14/11  | Topic: Health Traditions<br>Chapter 4- Health Traditions/ Health and Illness   | <b>Quiz</b><br><b>Cultural Assessment</b>                   |
| Week 6<br>2/21/11  | Topic: Healing<br>Chapter 5- Health Traditions/ Healing<br>Bloom: Chapters 9- 13   |   |
| Week 7<br>2/28/11  | Topic: Familial Health Traditions<br>Chapter 6- Familial Health Traditions   | <b>Journal Entry #2</b>                                     |
| Week 8<br>3/5/11   | <b>Spring Break</b>  |   |
| Week 9<br>3/14/11  | Review Presentation Topics   | <b>Culture Project Student Presentations</b><br><b>Quiz</b> |
| Week 10<br>3/21/11 | Review Presentation Topics<br>Bloom:spter Chapters 14- 18  | <b>Culture Project Student Presentations</b>                |

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|----------------------------------|--|--|
| Week 11<br>3/28/11               | Topic: Delivery of Healthcare in the U.S.<br>Chapter 7- Health Care Delivery & Issues<br>Model for Care Delivery   |  |
| Week 12<br>4/4/11                | Topic: Culturally Competent Care<br>Readings: Killian & Waite (2007), Scott (2008)<br>Bloom: Chapters 19-Afterword | <b>Quiz</b>  |
| Week 13<br>4/11/11               | Topic: Culturally Competent Care<br>Readings: Banks (2004), Banks (2005), Tisdell (1995)                           | <b>Journal Entry #3</b>  |
| Week 14<br>4/18/11               | Topic: Integration into Healthcare Settings<br>Readings: TBA   | <b><i>Paper draft: Monday 4/18/11</i></b><br><b><i>Final copy: Wednesday 4/20/11</i></b> |
| Week 15<br>4/25/11               | Topic: Integration into Healthcare Settings<br>Readings: TBA   | <b>Journal #4</b><br><b>No class: Monday 4/25/11</b>                                     |
| Week 16<br>5/2/11<br>Classes end |  |  |
| Finals Week                      |  | <b>Exam: Tuesday 5/3/11</b><br><b>8:30AM</b>   |