

Doane University
NRS 220/HSI 220- Cultural Aspects of Health and Illness
3 Credit Hours
Winter 2017

Instructor:

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Required Text:

There is no assigned text. Case studies and articles will be assigned.

Course Description:

Course Description: This course focuses on the health attitudes, beliefs, and practices of culturally diverse populations in Nebraska, region, and in the United States. Students will learn the cultural, ethnic, sociological, economic, and political factors that influence beliefs, values, and practices in relation to health, illness, wellness management, and health seeking behaviors. Upon completion of the course, students will have a heightened awareness of the range of cultural behaviors and the need to understand people's actions from their own cultural perspective in health and illness.

Understanding a culture's influence on individuals and group members is very important to healthcare providers. Health care attitudes reflect the basic world view and values of a culture, such as how we relate to nature, other people, time, being, society versus community, children versus elders and independence versus dependence. Illness behavior determines who is vulnerable to illness and who agrees to become a patient—since only about one third of the ill will see a physician.

Cultural values determine how one will behave as a patient and what it means to be ill and especially to be a hospital patient. They affect decisions about a patient's treatment and who makes the decisions. Cultural differences create problems in communication, rapport, physical examination and treatment compliance and follow through. The special meaning of medicines and diet requires particular attention. The perception of physical pain and psychologic distress varies from culture to culture and affects the attitudes and effectiveness of care-givers as much as of patients. Religious beliefs and attitudes about death, which have many cultural variations, are especially relevant to hospital-based treatment. Linguistic and cultural interpreters can be essential; they are more available than realized, though there are pitfalls in their use. Finally, one must recognize that individual characteristics may outweigh the ethnic and that a good caring relationship can compensate for many cultural missteps.

Course Learning Objectives:

Winter II

1. Understand the importance of a culture's influence on individuals and group members, and that health care attitudes reflect the basic world view and values of a culture.
2. Understand that cultural values determine how one will behave as a patient and what it means to be ill, and that cultural differences may create problems in communication, rapport, physical examination and treatment compliance and follow through.
3. Be aware of the diversity of cultures and how culture can affect the choice health care.
4. Be aware that perception of physical pain and psychologic distress varies from culture to culture and affects the attitudes and effectiveness of care-givers as much as of patients.
5. Understand that religious beliefs and attitudes about death, which have many cultural variations, are especially relevant to hospital-based treatment.
6. Understand the relationships of change in technologies, medical progress, patient needs, and provider dilemmas to the social structure and reform of the health care system.

Class Format:

Nursing 220/HIS 220 will be a combination of weekly meetings and submission of written case studies and assignments as listed in the Syllabus.

An initial meeting will include a discussion of the learning objectives and written assignments. Assignments may be submitted via email, and a weekly conversation with the students will be conducted to answer any questions.

Class Attendance:

Attendance is required through active and interactive participation.

Please feel free to call and/or e-mail me at any time. I am very willing to assist and I will make every effort to provide you with additional help or explanations at any time, just let me know. This class is meant to be interesting and engaging. The topic of Culture is current and it affects every one of you. I want you to be able to understand the course topics and relate them to your current and future practice.

I am excited to be able to teach you in this format!

Opinions and alternative points of view are welcome and encouraged but cannot, of themselves, substitute for knowledge of the literature.

Grading Criteria:

Winter II

Students will be expected to complete the assigned readings, submit research articles, attend and participate in class discussions, and present their assignments during weekly sessions. This will be discussed in further detail during the initial meeting.

	Point Value
Written Assignment: Discussion related to two different Cultures of interest	30
Submission of Case Studies	50
Submission and discussion of 2 research articles pertinent to your Culture	20
of interest (@5 points each)	10
Written paper pertinent to two cultures of your choice	70
Weekly phone contact	0
Self Portrait Paper-share your background	20
Total points possible	200

190-200 = A+

180-199 = A

170-179 = B

160-169 = C

150-159 = D

Below 150 = F

A grade of 70% must be attained in order to pass the course

Grades will not be scaled

Expectations:

All school policies are to be followed as stated in the student handbook.

All course requirements must be met in order to successfully complete the course.

ACADEMIC INTEGRITY POLICY:

Academic integrity is an essential and necessary component of this program.

This policy requires that you immediately and cheerfully offer the benefit of your knowledge and skills to any fellow student who needs your help. If someone helps you, whether a fellow student, the author of a book/article, a family member, a pastor or priest, a coworker or anyone who has assisted you, then please give them credit. That's called citing a source. Always show respect for the ideas or words of others by giving them the credit. **Failure to show respect will result in an "F".**

IMPORTANT NOTE: New regulations under the Higher Education Act require us to verify the identity of a person doing work in a class if we receive assignments, etc. from that student electronically. We can comply with this regulation if our students submit coursework to teachers electronically from their Doane College e-mail address or through Blackboard, because the college issued that address, ID, and password. For that reason, I can only send assignments to your Doane e-mail address, and I can only accept assignments submitted to me from your Doane e-mail address.

Readings

<i>Week</i>	<i>Topic(s)</i>	<i>Reading Assignments/Projects</i>
<i>Week 1</i>	<i>Introduction to</i>	<i>Getting to know you!</i>

Initial Meeting <i>01/10/2017</i>	Course: Objective #1	Topic 1: The Concept of Culture-Discussion. What does culture mean to you? <i>Review Syllabus, Class Assignments, Discuss Case Studies and the Development of a Care Map</i>
Week 2 <i>01/17/2017</i>	Cultural Values Objective #2	Developing Cultural Sensitivity <i>Begin Literature Review for articles related to two Cultures of Choice for class presentation and paper.</i> <i>Case Study 1</i>
Week 3 <i>01/24/2017</i>	Therapeutic Modalities Objective #3	Therapeutic Modalities: A Cross-Cultural Perspective. <i>How do cultural beliefs impact society?</i> <i>Case Study 2</i>
Week 4 <i>01/31/2017</i>	Changes in Health Care Objective #4	Has Your Practice of Nursing Changed? <i>Case Study 3</i>
Week 5 <i>02/07/2017</i>	Religious Beliefs and Attitudes Objective #5	Health and Illness Over the Lifespan <i>The Impact of Religion on Healthcare</i> <i>Case Study 4</i>
Week 6 <i>02/14/2017</i>	Family, Social Class and Gender <i>History, Culture & the Healthcare System</i> Objective #6	The Family's Role in Healthcare
Week 7 <i>02/21/2017</i>	Changes and Challenges	Health Care in the News <i>If You Could Change Healthcare, What Would Do? Putting the Pieces Together</i>
Week 8 <i>02/8/2017</i>		Complete Presentations Discussion

		<i>Paper Due</i>
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Choosing your culture:

Develop a plan of care for one health issue specific to that culture. Many cultures may have problems related to diabetes or hypertension. If possible, please choose a something other than those two issues.

Explain how you would provide patient education to this population.

Addendum

Culture. (The following are suggested Cultures. Please feel free to research and present on other Cultures of interest). Please be prepared the first class session to identify cultures you would like to research.

Aborigine
American Amish
Arab Americans
Australia
Brazil
Cambodia
Chinese Culture
Cherokee Indians
Cubans
Deaf/Hearing Impaired Culture
Filipinos
The Akans of Ghana
Greek
Gypsies
Haitian Culture
Hawaiian Culture
Hispanic Culture
Hispanic, Tri-cities
Homeless Population
Homeless Veterans
Hungarian Culture
India
Inuit Culture
Iranians
Italy vs. American Italian
Japanese

Winter II

Jewish Culture
Koreans
Mexican Americans
Modified People
Mormon Culture
Native American (Additional tribes-compare and contrast)
New Zealand Culture
Peruvian
Puerto Ricans
Russian Culture
Single Mothers
Somalia (Tri-Cities)
Spokane Indian Tribe
Sudanese
Vietnamese

Therapeutic Modalities

Complementary and Alternative Therapies
Chiropractic Medicine
Curanderos
Doula
Folk Medicine
Magical Practitioners: Healers, Sorcerers
Modern/Traditional Medicine
Naturalistic Practitioners: Herbalists, Chemists, Surgeons, Body-workers, Midwives
Placebo Effect
Religious: Priests, Shamans
Quackery