

**Culture Sensitive Healthcare
AH 145 – Online Course
3 credit hours
Winter 2011**

**Henry Ford Community College
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Total Contact Hours: 47
Prerequisite: None**

Catalog Description:

This on-line course is designed to assist healthcare providers understand the needs, expectations, behaviors, and barriers, to effective patient care with multi cultural patient populations. The course will focus upon health care practices directly related to the African American, Asian, Hispanic, Middle Eastern, and Eastern European patients.

Course Objectives:

Students will be able to:

- Define culture**
- Discuss how culture interacts with individual experience and personality in the development of beliefs, values, and actions**
- Discuss the impact of culture on those giving and receiving health care with an understanding of past and present events**
- Identify the effects of one's own attitudes, values, and beliefs in providing healthcare to culturally diverse populations**
- Describe how cultural beliefs are related to health and wellness**
- Analyze how cultural beliefs influence the delivery of health services**
- Compare methods for developing successful healthcare provider/patient interactions across cultures**
- Describe factors that facilitate or inhibit communication by healthcare providers**

- Identify successful assessment and intervention strategies
- Evaluate and describe how patient's cultural beliefs and traditional health practices can be incorporated into the patients' treatment plan
- Discuss the general barriers to effective patient healthcare for African American, Asian, Hispanic, Middle Eastern, former Soviet Bloc, American Indians, and Alaskan Native patients
- Discuss how cultural diversity strengthens the healthcare team and the delivery of health services
- Devise strategies to strengthen communication within diverse healthcare teams

Course Textbooks:

- Culture in Clinical Care
by Bonder, Martin, and Miracle; Slack Inc.
- What Language Does Your Patient Hurt In?
by Salimbene; EMCParadigm

Assessment of Academic Achievement: Assessment methods for this course include a variety of weekly reading, media watch, discussion board, critical thinking, and web link assignments. There is also an interview project and final research project.

1. **Discussion Board** (10 Discussion Board entries at up to 10 points per week, for a possible total of 100 points). The discussion board assignments will be based on the weekly assigned reading from your textbook. Each student is to visit the "Discussion Board" link and respond to the discussion issue/question and then respond to at least one other student's response. Make sure you address the student whose response you are responding to (i.e. "Susan..."). *Well written and well thought out responses are required to earn the maximum 10 points.*

Meaning of "Well Thought Out Response"

A well thought out means that your response will have substance and helps to further the discussion of the topic. Well thought out responses often include contributions of additional ideas and sources, insights or questions about classmates' comments, connections to the course readings, or ways of applying the lessons from the course. As a rule of thumb, your responses\comments should be at least several sentences in length.

Short comments, such as “Good idea” or “I agree,” do not constitute well thought out responses. Neither do comments that are unrelated to the topics at hand (for example, “I saw that movie, too!”) If you say you agree about something, please explain why you agree, and add an additional insight or question.

Tips for Creating Well Thought Responses

- Explain why you agree or disagree, and add some examples to support your belief.
- Relate your personal or work experiences to the topic at hand.
- Ask additional questions of your classmates.
- Make connections between the topics at hand and the readings in the text.
- Add ways you can apply the lessons from the class in your work and educational life.

2. Critical Thinking Exercise (10 Critical Thinking Exercises at up to 15 points each for a possible total of 150 points). Critical Thinking Exercises are used to help students apply and reflect on what they have read and learned. Student responses must include examples to support their responses. *Well written and well thought out responses are required to earn the maximum 15 points.*

3. Media Watch (10 Media Watch Activities at up to 10 points per activity for a possible total of 100 points). Students are to watch a television program, documentary, or movie pertaining to a cultural issue . A summary is to be written and submitted to the instructor. *Well written and well thought out responses are required to earn the maximum 10 points.*

4. Interview Project is due week #10. (1 Interview conducted and written report included, for a possible total of 100 points)

5. Final Project is due week #14. (1 Final Project based on research of a selected culture for a possible total of 200 points.)

****Late assignments: Are not accepted.**

*****Make – Up or Extra Credit assignments: Not given or accepted**

Special Assignments during the semester:

MEDIA WATCH

Starting with week 2 and intermittently through the rest of this class, students will select a television program, documentary, or movie to watch having to do with a cultural issue. (Please let me know if you do not have access to a television.) Please identify the program and describe the cultural issue or scene. Describe what you think the main characters/ individuals were experiencing and how they felt about it. Identify how you feel about the issue. Describe how you might have reacted in the same situation or what you think might help to improve /resolve the situation. If you cannot find an appropriate television show or newscast for that week you may use a newspaper or current news magazine article instead. (You can earn up to 10 points for each week)

INTERVIEW PROJECT – Due Week 10

Please carefully select someone from another culture other than your own to interview. You will learn more and find this assignment much more interesting and easier to write up if you select someone who has a lot of cultural influences in their lives. The purpose of this assignment is to make you more aware of cultural influences that could affect an individual's healthcare. It also helps you establish an organized thought process for future encounters in dealing with patients from different cultures.

CRITERIA FOR THE INTERVIEW PROJECT

-First and foremost your safety is imperative. Please select a safe, public, environment (i.e library) to conduct the interview.

DO NOT conduct the interview alone. You MUST take someone with you!

-When you set up the interview, introduce yourself and explain the purpose of the interview and the fact that you will need to conduct a face to face interview. You must ask/get their permission to conduct the interview.

-Please e-mail or call me with your interview information (name, date,) BEFORE going to the interview.

-If an interpreter is needed, you will need to plan for that. Ask if someone would be available to interpret at the time you plan to conduct the interview.

-Prepare for the interview by reading about the person's culture ahead of time.

-You may find it much easier to have your questions thought out (or written out) ahead of time.

-Remember to take notes and gain as much understanding as you possibly can.

-Keep the interview to a reasonable amount of time. Be conscious and respectful of the person's time.

-Remember to thank the person for their time and for sharing their culture with you when you finish your interview.

-Write-up the interview in paragraph form (double spaced), spell checked, well-thought out and covering as much of the interview material listed below as possible.

INTERVIEW MATERIAL- (Examples of information you can assess in your interview)

Name? (If the person you interview does not want his name included do not worry about it-you can refer to them by description. For example: "I interviewed a 49 year old African American male elementary school teacher"

Age?

Gender?

Current Residence ? (Once again, you do not have to include an exact address but you could describe where they live. For example: "who lives in the east side of Dearborn in a predominantly Moslem neighborhood where he attends the local Mosque....."

Cultural and/or ethnic origin?

Primary language spoken in their home?

What is the family structure like (For examples: Is it Matriarchal or Patriarchal or what is the women's role in their culture is?) What is the role of the father, grandparents and child?

What kind of food do they eat? Are there any food restrictions? Is the food prepared in any special way?

What are the holidays, traditions and customs they celebrate?

What is the primary religion of their culture and how important of a role does it play in their lives?
When did they come to the United States and why? (Examples: what age?)

What are some of the health beliefs in their culture? (Do they have certain medications, treatments or health providers?) (Examples: poultices, acupuncture, or shamans).

What is health care like in their home/ country? (What do they do when they are ill?)

What are some major differences between their culture and the “American culture”?

What are some of the differences in health beliefs between their culture and your culture?

(You can earn up to 100 points for this assignment)

FINAL PROJECT - Due Week 14

Students will select an ethnic, religious or cultural group from those listed below, research the health practices and characteristics of this group and address how these could influence their health and health care needs. *This must be a different culture than that of your interview project. Please do not choose your own culture.*

Jamaican	Cambodian	Catholic
Afghani	Muslim	Italian
Mennonite	Korean	Bosnian
Thai	Haitian	Kenyan
Columbian	Brazilian	Seventh Day Adventist
Greek Orthodox	Filipino	Native Alaskan American
Yemeni	Iraqi	Mexican
Greek	Hmong	Hawaiian
		Central Americans

Ethiopian	Roma (Gypsies)	(Guatemalan, Nicaraguan or Salvadoran)
Taiwanese	Bulgarian	Romanian
Canadian	West Indian or Caribbean	Pakistani
Chinese	Albanian	

Please include as much of the following information as possible:

geographic location (locations settled in the United States as well), language (s), health care beliefs and practices, housing, nutrition, fashions, economic systems, myths and symbols, family structure (role of the male, female, and children), reaction to pain, birth and death rites, marriage rites, attitudes regarding sex and sexual orientation, hygiene practices, values, attitudes about mental health, attitudes regarding pain and pain management, holidays, ethnic/race specific diseases, and communication issues such as eye contact or touch.

Please include what you as their healthcare worker might do to support them during their illness (give examples).

I am especially looking for your identification of cultural-sensitive issues and needs as well as identifying barriers to care. Devise/identify strategies to strengthen communication between someone from this cultural group, you and other members of your health care team.

This project should be a minimum of 5-7 pages; double spaced; 12 point font size, spell checked and well thought out. You will not be penalized if it is over 7 pages but do your best to try and stay around no more than 7 pages.

You must include a reference page. Please use at least five different references and include them on your reference page.

*****Please inform me by week #9 as to which group you have chosen.***

(You can earn up to 200 points for this assignment)

Course Grading Scale: The number of total semester points equals 600 points. Grading will follow the traditional percentage system.

- A 90-100% (540 to 600 points)
- B 80-89% (480 to 534 points)
- C 70-79% (420 to 474 points)
- D 60-69% (360 to 414 points)
- E 59-below (354 or fewer points)

Packets: Packets are readings, activities and assignments for each week. You will be able to access a course packet every Monday evening after 5:00PM. The packet will provide details regarding the readings required for that particular week as well as specifics for the activities and assignments that are due for that week. All of the activities and assignments from that packet will be due the following Monday no later than 5:00PM.

GENERAL COURSE REQUIREMENTS AND RECOMMENDATIONS

What does it mean to be a student taking an online class?

In many ways, taking an online course is like taking a standard course. Both feature individual assignments, and both require you to turn in work to show you are learning the course material. The instructor facilitates students through the activities, posting announcements, delivering lecture materials, responding to questions, and grading assignments and exams. The great benefit of being in an online course is that you can have direct, one-to-one communication with your instructor and fellow students via email or message boards.

Participation

1. You will be expected to do the same amount of homework you might do in a standard class.
2. You will be asked to spend more time generating and participating in discussions with the instructor and the other students. These discussions, in which you will respond to other students' comments, play a central role in the learning experience.

3. You must be responsible for keeping up with the workload so that you can be an active participant in online discussions. Unlike the situation in most standard classes, where you can show up for class, listen to lectures, and perhaps not play an active role in discussions, the assignments in online courses *require* your participation. If you do not keep up with reading and other homework, you will not be able to contribute meaningful, timely comments to the online discussions. Avoid this predicament by setting aside specific times each week for engaging in course participation activities, and stick to them. Otherwise, you may find you quickly fall behind in reading messages to which you need to respond.

How often will I have to be online?

A good rule of thumb is to log on at least once a day to check announcements and review online materials. How long you need to be online depends on the activities for that session. Look at the calendar to see when certain assignments are due and when projects begin and end. Different courses may offer very explicit schedules that tell you when you need to be online for different assignments. For example, you may have a class discussion for which you will need to submit an initial comment on one day and then respond to another student's comment later that week. Requirements of this kind will be spelled out in the respective assignment or discussion.

Additional things to consider:

- 1) Although online courses are asynchronous (students are not online at the same time), there are deadlines.
2. You are responsible for going online at least weekly. Your presence in the course will be apparent only if you add to discussions and do the online assignments. Also, as stated above, it is crucial that you keep up to date by reading all lecture materials and posted comments before participating in the online discussions.

Participation and Drop Policy

Attendance Policy. Students are expected to log in to the web site several times per week.

“Never Attended” (NA)

Students who have not attended their class by the second week of the semester will be assigned a “Never Attended” (NA) flag on their record and will not be able to join the class. The flag cannot be removed. AH 145 – Culture Sensitive Healthcare requires students to actively participate in

their learning. Students need to be actively engaged in the learning process from the beginning of the semester through the fifteen week time frame.

Withdrawal/Drop Policy

It is the policy to give a “Drop” grade for cause only. These causes include, but are not necessarily limited to, illness, injury or hospitalization of the student or family member for whom the student is responsible, change in job or in job shift, loss of transportation, incarceration, or loss of childcare. The fact that a student is failing the class or getting an otherwise unsatisfactory grade is not a reason to request a “Drop” grade in and of itself. The student must contact the instructor and inform that instructor of the problem and ask for the “Drop” grade, providing written proof if requested.

Incomplete Grades

"Incomplete" grades will not be considered unless there are extenuating circumstances that prevent the student from completing the course and the student currently has at least a "C" grade. Students given an incomplete may only finish work; they may not repeat any work already done.

Tuition Refunds

Refunds on tuition and fees (except registration fees) may be obtained on all classes of fifteen-week duration officially dropped according to the following schedule:

100% 1st week of classes
50% 2nd week of classes

No tuition refunds are given after the end of the second week of classes and no exceptions are made for students who enter late.

Students receiving federal financial aid have additional refund options available to them.

They should review the brochure Financial Aid Information Guide and Consumer Information Supplement, available in the Financial Aid Office.

Online Conduct Policy

A. Students at HFCC are expected to show respect for order, law, the personal rights of others, and the educational mission of the College, as well as to maintain standards of personal integrity.

B. Students working online will be held to the same behavioral standards as students in traditional classrooms. Please be aware that I will be observing your threaded (discussion board) discussions with each other, and I will review those discussions, commenting where appropriate with the goal of helping you to better understand the course content.

Specifically, you should adhere to the following guidelines:

- **Personal correspondence should be conducted elsewhere,**
- **Treat and respect others as you would like to be treated.**
- **“Flaming”, an angry series of words or comments used to personally attack others who may disagree with you, is not permitted.**
- **Take time to review the tone, language, word choice, spelling, and grammar of any written correspondence prior to sending it. You will be judged by the quality of your work.**
- **HFCC’s computer use policy is in effect. It can be found at <http://www2.hfcc.edu/resources/policy.htm>.**
- **Students are responsible for completing their own online course work**

Policy on Academic Honesty (Cheating)

Henry Ford Community College considers academic dishonesty to be a serious offense. It is the policy of the College that determination of and appropriate action in respect to academic dishonesty by a student shall be a matter of individual judgment by the instructor. The instructor may administer a penalty up to and including failure in the particular course. It is the professional obligation of the faculty to enforce academic integrity in their courses. Academic dishonesty is any activity intended to improve a student’s grade fraudulently.

***It includes, but is not limited to, the following:**

- 1. Unauthorized acquisition of tests or alteration of grades (such as the stealing of tests, test keys, or grade books from faculty offices or elsewhere, or the purchasing of tests or grade books);**
- 2. Unauthorized use of notes, books, or other prohibited materials during an examination;**

3. Open cheating on an examination (such as copying from another student's paper);
4. Permitting another person to take a test in the student's place or receiving unauthorized assistance with any work for which academic credit is received;
5. Providing unauthorized assistance with any work which academic credit is received;
6. Revision of graded work in an attempt to receive additional credit fraudulently;
7. Plagiarism (using another person's work without acknowledgment);
8. Any other conduct intended to obtain academic credit fraudulently or dishonestly.

If an instructor fails a student in a course for academic dishonesty, the instructor must immediately notify in writing the student and the registrar of the infraction, retaining copies of both notifications. The registrar maintains a record of all such violations. If a student fails two classes as a result of academic dishonesty, he or she is dismissed from the College for two academic years. In addition, a notation of the reason for academic dismissal is placed on the student's transcript. The notation may be expunged at the discretion of the appropriate vice president if the student petitions for its removal after at least two years have elapsed since the disciplinary action. If a student believes that the accusation is false, he or she may appeal through the Student Complaint Procedure. If the appeal reaches the Student Complaint Board, the Board may consider only whether the charge is justified. The Board may not set aside or change the penalty given by the instructor unless the charge of academic dishonesty is set aside.

***Any action that violates the Student Conduct Policy and Due Process Procedure is also subject to review under that policy**

Student Support Services

Data & Voice Administration

If you need assistance with username and password issues, please contact Data & Voice Administration. Data & Voice Administration is located on the second floor of the Andrew Mazzara Administrative Conference Center. To reach the help desk, please dial 313-845-6345.

Instructional Technology

If you require assistance accessing UCompass Educator courses, please contact Instructional Technology at 313-845-9663, ext. 4, 5, or 6 via e-mail at signorelli@hfcc.edu, kolin@hfcc.edu, or gagaddis@hfcc.edu. Instructional Technology Support is located on the 2nd floor of the Eshleman Library.

Assisted Learning Services

The Assisted Learning Services Program is designed to assist physically challenged, learning disabled or academically disadvantaged students at Henry Ford Community College to overcome barriers to education through supportive services. In addition, the Assisted Learning Services Department also provides tutoring services to the general student population. Assisted Learning Services is located in the LRC (Learning Resources Center), north side (parking lot side) main level. For more information, you may contact the office at 313-845-9617 or for the hearing impaired 313-845-9804.

Learning Lab

Located on the second floor of the Learning Resource Center, the Learning Lab assists HFCC students with identifying and improving the skills needed for success in the areas of Reading, Writing, and Math. Although operation hours may slightly vary each semester, generally, the Learning Lab is open Monday, Tuesday, Wednesday, and Thursday, from 7:30am-8:40pm, Friday from 7:30am-4:30pm and Saturday from 9:40am-1:40pm. For more information, contact the Learning Lab at 313-845-9643.