



# School of Nursing and Health Professions Syllabus



**Term:** Credit: 3 CR

**Instructor:**

**Course Code:** HLT 110 ONLINE

**Office Hours:**

**Title of Course:** Culture, Diversity, and Healthcarre

**Office Location:**

**Days & Times:**

**Email:**

**Location:**

**Phone:**

**Prerequisites/ Corequisites:** ENG 101

## **COURSE DESCRIPTION:**

Health disparities can be reduced through cultural competency. Cultural competency has been defined as a set of attitudes, behaviors, and practices that enable us to function effectively in cross-cultural situations. As the U. S becomes more ethnically and racially diverse, there is a need for health care systems and providers that can reflect and respond to an increasingly diverse population. Knowing how to provide health services to people with different values, health beliefs, and alternative perspectives about health and wellness will meet the needs of patients more effectively. This course is intended to cultivate a student's knowledge and skill necessary to effectively communicate and interact with culturally diverse populations in the health care setting. Students gain an understanding of the process in developing cultural competence as a means of responding effectively to the ethnic and racial demographics changes challenging our health care system, identify potential social, political, and economic determinants of health care disparities; and understand the importance of providing culturally and linguistically appropriate healthcare services with accreditation and regulatory agencies.

## **COURSE OBJECTIVES:**

## **STUDENT LEARNING OUTCOMES:**

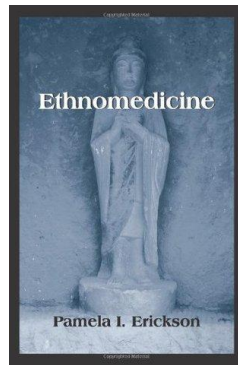
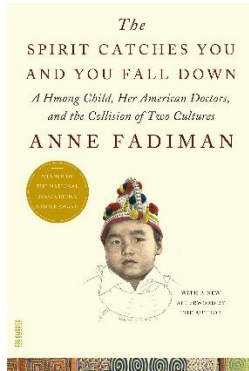
1. Describe acquisition of culture as a continuous process beginning in childhood, learned and adapted over time.
2. Assess personal cultural practices and beliefs as the first step in understanding these concepts across cultures.
3. Compare and contrast implicit and explicit bias toward a cultural group and its impact on health care
4. Understand social determinants of health and key factors impacting health disparities.

5. Examine intersectionality of ethnicity, gender, race, and its impact on health disparities.
6. Identify how illness is culturally perceived and cured.
7. Compare and contrast ethnomedical and biomedical practices and beliefs across cultures.
8. Understand population specific health disparities and barriers to reduction in these disparities
9. Analyze the importance of cross-cultural understanding in the delivery of health education.
10. Operationalize techniques to work effectively within culturally diverse communities and healthcare providers.
11. Interpret ethical, legislative, and accrediting regulations affecting delivery of healthcare.
12. Apply the culturally and linguistically appropriate services (CLAS) standards for combating disparities, in the development of a population-specific health promotion project

**TEXTBOOK REQUIRED:**

Ann Fadiman. *The Spirit Catches You and You Fall Down*. Ferrar, Straus, and Giroux. NYC. ISBN 978-0374533403.

Pamela Erickson. *Ethnomedicine*. 2008. Waveland Press Inc. ISBN 978-1-57766-521-2



**EVALUATION METHODS:**

Learning Activities	Points
Discussions	300
Project Assignments	400
Final Project	200
Quizzes	100

<b>Learning Activities</b>	<b>Points</b>
<b>Total</b>	<b>1000</b>

Points (Hudson Online)	Percentage (%)	Letter Grade
940-1000	94% - 100%	A
900-939	90% - 93%	A-
870-899	87% - 89%	B+
830-869	83% - 86%	B
800-829	80% - 82%	B-
770-799	77% - 79%	C+
700-769	70% - 76%	C
600-699	60% - 69%	D
0-599	0% - 59%	F

**WEEKLY OUTLINE:**

Unit	Topic	Learning Outcomes (L.O)
1	Culture Counts Race as Social Construct	SLO 1, 2
2	Tackling Healthcare Disparities	SLO 3, 4, 5
3	Ethnomedicine: Cultures, Healers, and Institutions of Health; Cross-Cultural Concepts in health and healing	SLO 6, 7
4	Culture-Specific Health Practices and Beliefs PART ONE - Kleinman's Patient Explanatory Model, Middle East, & South Asia	SLO 8, 9
5	Culture-Specific Health Practices and Beliefs PART TWO – Black, Latinx, Indigenous, LGBTQ, Alternative Gender Identities, and Two-Spirits	SLO 9, 10
6	Historical Trauma Indigenous African Am Holocaust Refugees Unaccompanied Minors	SLO 11, 12
7	Capstone Culture Specific Health Promotion Project	SLO 1-12

**HCCC POLICIES, STATEMENTS, AND SERVICES:**

<https://www.hccc.edu/administration/academic-affairs/syllabus-addendum.html>