



**I. COURSE DESCRIPTION:**

This course explores values, beliefs, and practices related to traditional health behaviors in a variety of culturally diverse groups. Methods for fostering culturally sensitive health care delivery are explored. Content includes communication, biological, psychological, spiritual, nutritional, and health practices provided within the context of culturally competent nursing care in all phases of the nursing process. The student is also introduced to a variety of complementary and alternative health care practices.

**III. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Discuss racial and cultural diversity in Canadian society.
  - a. Define the concept of culture.
  - b. Differentiate the concepts of ethnocentrism and cultural relativity.
  - c. Compare and contrast values of selected cultural groups.
  - d. Explore the relationship of culture, kinship systems, religious practices, language and customs.
2. Identify cultural influences on health beliefs, practices, attitudes and traditions of ethnic and racial groups.
  - a. Discuss ethnic/cultural variations in communication patterns, dietary habits, kinship systems, religious practices and health/illness behaviors.
3. Compare ethnic identity and cultural health practices of clients.
4. Express an understanding of the need for cultural sensitivity in health care.
  - a. Demonstrate consideration of individual value systems and cultural life ways to be included in care of a client.
  - b. Cite values common to the dominant society and contrast them with the values that may be found in other ethnic groups.
5. Apply a conceptual framework of Transcultural Caring to various clients.
  - a. Describe why the incorporation of cultural parameters is an essential part of the health assessment.
  - b. Assess client's cultural beliefs and behaviors.
  - c. Explain how cultural variables and health perceptions may be related to a client's health.
6. Propose change strategies useful in developing culturally relevant programs in a variety of health care settings.
  - a. Discuss reasons for delayed entry of clients into the health care system.
  - b. Explore reasons why lay health practitioners may be consulted before professionals.
  - c. Identify reasons for apparent client non-adherence with health recommendations.

7. Identify how newly acquired knowledge can be used to enhance transcultural health care research, education and practice.
  - a. Discuss approaches and techniques the practitioner can use in developing rapport with ethnic groups.
  - b. Discuss the concept of flexibility as it applies to working with people who have different health beliefs and practices.
  - c. Explore nursing and other related research that should be relevant and necessary to enhance transcultural care.
  
8. Explore the uses of selected complementary and alternative health care practices.
  - a. Examine the possible interactions of complimentary/alternative practices with mainstream health care
  - b. Discuss the economic aspects of complimentary/alternative practices.
  - c. Explore reasons for choosing complimentary/alternative health care.

### III. TOPICS:

In addition to looking at the issues of culturally competent nursing practice, the student will learn more about the following topics in relation to health and illness:

Culture and communication, social organization/time/environmental control, biological variations, cultures of healthcare, poverty, religion, disability, sexual orientation, childbirth, end-of-life beliefs.

Specific cultures represented in the fabric of the local community will be focused in study, specifically in relation to traditional health care beliefs and traditional health care practices. Some cultures that will be more fully explored are: Inuit and First Nation peoples, African peoples, Hispanic peoples, Asian and Pacific Rim peoples, Arabic peoples, Indian peoples, Scandinavian peoples, and European peoples.

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

#### Required Texts:

- a. Purnell, L. (2013). *Transcultural health care: A culturally competent approach (4<sup>th</sup> ed.)*. Philadelphia, PA: FA Davis Company.
- b. Srivastava, R. (Ed.). (2007). *The health professionals guide to clinical cultural competence*. Toronto, ON: Mosby/Elsevier.
- c. Current scholarly articles as assigned.
- d. Full access/use of Internet and course LMS

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. Culture Analysis Paper	20%
2. Presentation on Complimentary/Alternative Health or Religious/Spiritual Philosophy	15%
3. Midterm Examination	30%
4. Final Examination	35%
5. Class participation	<u>S/U</u>
<b>TOTAL</b>	<b>100 %</b>

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time, actively participating, and remaining for the duration of the scheduled session.

### Course Assignments Descriptions

#### **Complimentary/Alternative Health Therapy or Specific Religious/Spiritual Philosophy Presentation**

By the **third** week of class you are required to select and sign up for either a complimentary/alternative health therapy or specific religious/spiritual philosophy that you will work in groups to develop a presentation. Your group must select a topic that is listed on the topic sheet unless you have another topic specifically approved by the instructor.

1. By week 5, post a discussion introduction on your groups topic on the discussion board. Class members are expected to take an active role in facilitating class discussion regarding comparisons to other therapies, pros and cons, and current trends in use. Class participation in the discussion board will reflect your grade.
2. Develop a presentation. The presentation must have at least five (5) references. **Required references** include a **book** that explores or describes the assigned topic **and** an article from a professional journal. The remaining references may come from the following current sources (less than 5 years old): Scientific journals, magazine or newspaper articles, books, pamphlets, research manuscripts, and/or conference proceedings (remember the wide variety of materials available at the library and through websites). Make sure that references are properly cited on the presentation. A complete list of references must be submitted at the time of the presentation.
3. Presentation information. The presentation should be 15 minutes and reflect a group effort. Peer evaluation will be included as a part of the grade for this project.

#### **Recommended format for alternative/complimentary selected therapy presentation:**

1. Historical perspective and summary of the therapy.
2. Benefits of the therapy.
3. Limitations of the therapy.
4. Economic implications of the therapy.
5. Available research to support practice.
6. Personal assessment: role of therapy in health care.

**Recommended format for religious/spiritual philosophy presentation:**

1. General overview of philosophy in relationship to:
  - a. Health (physical, spiritual, mental)
  - b. Perception of life and death
  - c. Individuals responsibility for personal health
  - d. "God's" role in healing
2. Demographics related to philosophy (geographic region, primary ethnic groups involved, economics, etc...)
3. Areas or issues that impact the health care system.
4. Your personal assessment of this philosophy in health care.

**Complimentary/Alternative Health Therapy or Specific Religious/Spiritual Philosophy Presentation Topic List**

**Topics**

1. Aroma Therapy
2. Yoga
3. Tai Chi
4. Meditation
5. Music Therapy
6. Reflexology
7. Massage
8. Chinese Herbal Medicine
9. Acupressure/Acupuncture
10. Reiki healing
11. Native Canadian traditional healing practices
12. Muslim religion
13. Hindu religion
14. Judaism
15. Jehovah Witness religion
16. Buddhist religion
17. Mormonism
18. Bahá'í Faith
19. Taoism

**Culture Analysis Paper**

As a healthcare professional, our culture of origin shapes how we view our clients. Being aware of possible bias allows us to ensure that we provide culturally competent care. Students will research their culture of origin and submit an APA formatted 8 page paper (not including title page and reference page). The paper should include at least 3 references with one of the references being a personal communication with an elderly family member. The exploration of the student's culture of origin should be shaped using the elements of culture covered in the Purnell text (Chapter 2) and compared to a similar culture as presented in the Purnell text. It should also explore your function in the family and how that could influence your role in health care service delivery. Provide a specific example of how your culture of origin would influence your care of the client in a clinical setting.

**Exams/Quizzes**

Course exams may include multiple/multiple choice, true or false, case analysis, essay, and short answer options.

**Participation**

Respectful and pertinent unit discussions in class and in postings on LMS. It is also expected that the learner demonstrate respect, preparation, active participation, leadership, and reflection in all activities associated with this course.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal and LMS form part of this course outline.