

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Issues for Multicultural Health Care		
<b>CODE NO. :</b>	HTH104	<b>SEMESTER:</b>	Various
<b>PROGRAM:</b>	Bachelor of Science in Nursing		
<b>AUTHOR:</b>	Dr. MaryAnne P. Shannon, RN, GCNS-BC		
<b>DATE:</b>	Aug. 2015	<b>PREVIOUS OUTLINE DATED:</b>	Aug. 2014
<b>APPROVED:</b>	<i>"Marilyn King"</i>		<i>Sept. 15, 2015</i>
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		<b>CHAIR, HEALTH PROGRAMS</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>			
<b>HOURS/WEEK:</b>	3		

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For additional information, please contact Marilyn King, Chair, Health Programs  
School of Health, Wellness and Continuing Education  
(705) 759-2554, Ext. 2689*

**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.

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

Upon successful completion of this course, the student will be able to:

1. Discuss cultural diversity in Canadian society.
2. Identify cultural influences on health beliefs, practices, attitudes, and traditions of various cultural groups.
3. Compare ethnic/racial/spiritual identities and cultural health care practices of clients.
4. Express an understanding of the need for cultural sensitivity in health care delivery.
5. Apply Leininger's theoretical framework of "Transcultural Caring" to client health care situations.
6. Propose change strategies useful in developing culturally relevant health-focused programs in various health care settings.
7. Identify how newly acquired knowledge can be used to enhance multicultural health care research, education, and practice.
8. Explore the uses of selected complementary and alternative health care practices available in the community.

**III. TOPICS:**

1. The culture of health care in Canada
2. Cultural diversity
3. Health practices focused on cultural life transitions
4. Cultural identity and stereotypes
5. Ethno-centrism in health care delivery
6. Cultural competence for nursing care delivery
7. Leininger's Theory of "Transcultural Nursing Care"
8. Complementary/Alternative health care practices

**IV. REQUIRED LEARNING RESOURCES:**

1. Purnell, L. (2013). *Transcultural health care: A culturally competent approach* (4<sup>th</sup> ed.). Philadelphia, PA: FA Davis Company.
2. Current scholarly articles as assigned.
3. Full access/use of Internet and course LMS

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

1. Group Presentation/Activity	20%
2. Midterm Examination	30%
3. Final Examination	<u>50%</u>
<b>TOTAL</b>	<b>100 %</b>

1. Course Assignment: Group Presentation (20% of final grade)  
**DATE: Monday November 16<sup>th</sup>, 2015**

Student group in-class presentations on an approved cultural health topic of student interest will be decided the second week of class. The presentation will be focused on health care delivery/practices and be provided in a formal 15 minute PowerPoint Presentation format (with APA cited references and notes). This activity will be discussed with student input, format guidelines, and grade matrix in class and posted on the course D2L afterwards.

2. Midterm exam (30% of final grade) **DATE: Monday November 2<sup>nd</sup>, 2015**
3. Final exam (50% of final grade) **DATE: first week of testing (TBA)**

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

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00

C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	

If a faculty member determines that a student is at risk of not being successful in his/her academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make his/her wishes known to the faculty member and the course coordinator.

## 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 (and expected) to attend (and actively engage in) all of their scheduled learning and evaluation sessions. This implies arriving on time, actively participating, and remaining for the duration of the scheduled session.

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.