



הפקולטה למדעי הרווחה והבריאות
 החוג לסייעוד עייש צ'ריל ספנסר
Faculty of Social Welfare & Health Sciences
 The Cheryl Spencer Department of Nursing

Culture and Health Seminar

Course:

Fall 2012

Semester:

Professor Ilana Azulay Chertok, PhD, RN
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Instructor:

Online, Wednesdays 12:15-14:00 (Israel time)

Schedule:

Please, email the instructor for an appointment.

Office hours:

The healthcare system is encountering an increase in cultural diversity. By identifying health disparities, cultural health behaviors, beliefs, and meaning of health in diverse cultural contexts, students will become more culturally proficient in delivering care.

Course description:

The objectives of this course are aimed at interdisciplinary student awareness and education on the topic of culture and health. The seminar will examine the role of culture in health care and its multifaceted domains, comparing and contrasting different cultures. The seminar will provide opportunity for development of skills necessary for culturally based health assessment, communication and care.

Course objectives:

Expected learning outcomes:

- Upon successful course completion, the student will be able to:
1. Identify cultural principles related to health.
 2. Enhance awareness of perceptions of cultures, personal biases and stereotypes.
 3. Examine linguistic and cultural barriers to communication.
 4. Compare and contrast various diverse cultures and their health behaviors and beliefs, using specific cultures as examples.
 5. Describe alternative and complementary therapies in health care.
 6. Acquire skills for culturally based health assessment and communication.
 7. Explore health disparities and their impact on health outcomes.
 8. Incorporate cultural preferences, values, health beliefs, and behaviors into the approach to care.

Galanti GA. (2008). *Caring for Patients from Different Cultures: Case Studies from American Hospitals*, 4th edition. Philadelphia: University of Pennsylvania Press.

Required texts:

TBA Articles (will be referenced in Assigned Readings)

30	Case study assignments (6/7)
10	Cultural assessment

Grading:



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10	Gender paper
40	Article & CS Presentation
<u>10</u>	<u>Attendance, active participation</u>
100 points	Total

Case studies will be assigned specific weeks and each case study is worth 5 points (pick 6 out of 7). Write a thoughtful 2-page response addressing issues, challenges, and approaches for providing care for each case study patient based on the readings, cultural tools, and class discussions. The assignments must be emailed to the instructor by 8:00 am on the Monday prior to class. (30 points total)

Graded assignments:
Case Studies:

Each student will identify a friend or relative from a different culture and conduct a cultural assessment using the tools discussed in class, with a particular focus on health beliefs and practices. (10 points)

Cultural Assessment:

Each student will write a short paper is assigned on gender roles and issues in health care. Read Galanti chapters 6 & 7 and bring evidence from at least 1 peer-reviewed journal article (choose your own article and include full reference information). Write a 4-5 page response paper regarding gender issues and roles in health care, drawing from your own personal or patient experience. Explain the cultural background of the reference person. (10 points)

Short Paper:

Each student will be assigned specific articles corresponding to the theme and case studies to facilitate discussion. Discussion includes informed presentation of the article using prompting questions or comments and PowerPoint presentation of 10-14 slides. Explain the cultural practices, beliefs, and health issues of the specific group to which you were assigned. Identify the prevailing health issues present in this population, cultural beliefs and practices, gender roles, and alternative healing practices. Provide culturally competent care recommendations as they pertain to your case study, using evidence to support approach. Also, facilitate discussion among the group with thought-provoking questions about the culture and health issues. Include a slide of references. Submit the PP presentation to the instructor via email by Monday before class at 8:00 am. (40 points)

Discussion Facilitation:

The student will attend every seminar session unless a scheduling conflict occurs that is approved by the instructor. Attendance

Informed Participation:

with active and informed participation based upon reading and online assignments which will be evaluated by instructors. We will also have in-class activities as part of the participation grade, such as role play, case study discussions, and cultural assessments. (10 points)

Culture and Health Seminar Schedule

#	Date	Topic	Speaker, Student Presenter	Notes	Assignment Due by 8 am
1	24/10	Intro to cultural sensitivity	Chertok	Class: Cultural assessments	
2	31/10	<i>Fieldwork</i> : cultural assessment	No class		
3	7/11	Immigrant experience	Chertok	Class: DVD	Cultural assessment
4	14/11	Cross cultural communication & Interpreters	Chertok	Class: DVD	
5	21/11	Health literacy	Chertok	Class: DVD	
6	28/11	Gender Issues*	No class		Gender paper
7	5/12	Russian			CS 1
8	12/12	Muslim: Bedouin, Palestinian		Class: DVD	CS 2
9	19/12	Asian & Sudanese			CS 3
10	26/12	Ethiopian			CS 4
11	2/1	Jewish Israeli: Charedi & Chiloni			CS 5
12	9/1	Anglo & French			CS 6
13	16/1	Christian: Arab, Armenian			CS 7
14	23/1	Reflections	Chertok		

*Independently researched, prepare to discuss in class throughout semester

Topics and Reading Assignments:

24/10: Introduction to Cultural Sensitivity:

Kleinman A, Eisenberg L, Good B. Culture, illness and care: clinical lessons from anthropologic and cross-cultural research. *Annals of Internal Medicine* 1978;88:251-258.

31/10: Fieldwork assignment: Cultural Assessment

Levi A. (2009). The ethics of nursing student international clinical experiences. *JOGNN*, 38, 94-99.

7/11: Immigrant Health

Derose KP, Escarce JJ, Lurie N. Immigrants and health care: sources of vulnerability. *Health Affairs*. 2007;26(5):1258-68.

Kreps GL & Sparks L. Meeting the health literacy needs of immigrant populations. *Patient Education and Counseling*. 2008;71(3):328-332.

Galanti: Chapter 12

14/11: Cross Cultural Communication & Interpreters

Berlin EA, Fowkes WC. A teaching framework for cross-cultural health care: Application in family practice. *West J Med*. 1983;139(6):934-8.

Hudelson, P. Improving patient-provider communication: insights from interpreters. *Family Practice*. 2005;22:311-316.

Galanti: Chapters 1, 2

21/11: Health Literacy

Croyle RT, Loftus EF, Barger SD, Sun YC, Hart M, Gettig J. (2006). How well do people recall risk factor test results? Accuracy and bias among cholesterol screening participants. *Health Psychology*, 25, 425-432.

Schillinger D. Misunderstanding prescription labels: the genie is out of the bottle. *Ann Intern Med*. 2006;145(12):926-8.

Galanti: Chapters 6, 7

28/11: Gender roles & issues

Short Paper Assignment: Gender roles

Read Galanti chapters 6 & 7 and bring evidence from at least 1 peer-reviewed journal article (choose your own article and include full reference information). Write a 4-5 page response paper regarding gender issues and roles in health care, drawing from your own personal or patient experience. Explain the cultural background of the reference person.

5/12: Russian

TBA Article

12/12: Muslim: Bedouin, Palestinian

Al-Hourani HM & Atoum MF. Body composition, nutrient intake, and physical activity patterns in young women during Ramadan. *Singapore Medical Journal*. 2007;48(10):906-910.

TBA Article

19/12: Asian & Sudanese in Israel

[Wu AP, Burke A, LeBaron S](#). Use of traditional medicine by immigrant Chinese patients. *Family Medicine*. 2007;39(3):195-200

TBA Article

26/12: Ethiopian

TBA Article

2/1: Jewish Israeli: Charedi & Chiloni

TBA Article

9/1: Anglo & French

TBA Article

16/1: Christian: Arab, Armenian

TBA Article

23/1: Reflections (class discussion, summary, and closing)