

**University of Maine School of Nursing**  
**NUR 415- Socio-Cultural Issues in Health and Health Care**  
**Fall 2017**

**Course Description:**

This course explores social and cultural influences on health and illness. Cultural diversity, cultural competence, social determinants of health, health disparities, and health literacy will be topics covered.

The course is offered in Blackboard and satisfies the General Education, Social Contexts and Institutions and Cultural Diversity and International Perspectives Requirements.

**Course Credits: 3 credits**

**Prerequisites:** Junior standing in School of Nursing, RN/BSN student or permission from instructor

**Student Learning Objectives:**

- Examines social and cultural factors that affect health beliefs, values and practices.
- Describes the psychosocial, spiritual and cultural influences on effective patient- provider communication.
- Identifies the skills, knowledge and attitude necessary to provide patient-centered, holistic, compassionate, respectful care that is culturally sensitive and appropriate.
- Applies best evidence to achieve safe and quality health outcomes for diverse populations.
- Evaluates and integrates current evidence with clinical expertise and consideration of the patient preference, experience and values to advance health equity.
- Describes strategies to enhance teamwork and collaboration among different members of the healthcare team.
- Recognizes the changing healthcare system and describes Culturally and Linguistic Appropriate Services.
- Demonstrates a commitment to quality improvement by utilizing data to design, implement and evaluate strategies to improve care to diverse populations.
- Examines root causes that contribute to existing health inequities.
- Understands health needs of vulnerable population and advocates for social justice to eliminate of health disparities.

**Textbook:**

Ritter, L. & Graham, D. (2017) *Multicultural Health* (2nd ed.). Burlington, MA: Jones & Bartlett Learning.

The Learning Resource Center (LRC) in Dunn Hall has a copy of the textbook that students can use. Students should not take the book out of the LRC.

**Faculty:**

Nilda T. Cravens, RN, MSN, Lecturer

Dunn Hall, Room 222

Tel. #: 581-2593

Office hours: Mondays, 11AM to 2 PM

*Faculty is also available to meet students thru video- conferences; please email faculty to arrange.*

Email: nilda.cravens@maine.edu

**Course Infrastructure and Access:**

To access the course, students need to sign in to UMaine Portal and go to Blackboard. In the Blackboard home page under My Courses, students will find the NUR 415 link to our virtual classroom. Assignments and the weekly course work will be posted under “Weekly Assignments” folders. Feedback for student’s submitted work will be posted under the tab “My Grades”.

There will be one campus meetings and a field trip to the Islamic Center in Orono, Maine.

**Computer Literacy Requirements:**

A student will require reliable access to a computer and have knowledge of how to use the Internet to access Blackboard.

**Hardware, Software, and Bandwidth Requirements:**

You will need reliable access to a reasonably fast computer (i.e. one purchased or upgraded within the last 5 years), software programs that provide access to the Internet and Blackboard, and an Internet connection at 300K broadband speed or higher.

**Umaine Online Student Technical Support:**

**Phone 1-877-947-4357 (HELP) or 207-581-4591**

Hours: Monday-Thursday 8 AM-7PM; Friday 8AM-5PM

Weekends: Please email to [cedtechhelp@umit.maine.edu](mailto:cedtechhelp@umit.maine.edu)

**Importance of Time Management:**

Unlike courses that meet on-campus at a specific time and day of the week, on-line courses offer students greater flexibility to access the course website, complete assignments, and engage in discussion with other students. It is expected that students will devote 3 hours a week on this course. Self motivation

and time management is needed to keep up with the coursework and are crucial for the successful completion of the course.

**Grading Criteria:**

<b>I.</b>	<b>Discussion Board – total 4</b>	<b>10%</b>
<b>II.</b>	<b>Campus Meetings</b>	<b>2.5%</b>
<b>III.</b>	<b>Visit to the Islamic Center</b>	<b>2.5%</b>
<b>IV.</b>	<b>Completion of 8 module</b>	<b>20%</b>
<b>V.</b>	<b>Cultural Autobiography</b>	
	<b><u>or</u></b>	
	<b>Project – Advancing Health Equity</b>	<b>15%</b>
<b>VI.</b>	<b>Exams (Mid-term and final)</b>	<b>50%</b>

- I. Discussion Board:** In the Discussion Board, student will be asked to reflect on the assigned readings, videos or case studies. The questions, videos and case studies are intended to generate discussion and broaden student's understanding of the material. Students will be expected to respond to two peers within the group that they are assigned, and have one week to respond. For example, if a Discussion Board is due Sept. 1, students will have until Sept. 8 to respond to two peers. Refer to Appendix A for grading rubric for Discussion Board.

*Please note, week 1 introduction will not be graded.*

- II. Campus meeting-** There will be one campus meetings on Wednesday, Sept. 13, 4:00-5:30 in Boardman Hall, Room 210. In addition, in week 12, Nov 12- 19<sup>th</sup>, the faculty is available to meet one to one with students to assist with the Cultural Autobiography or Project-Advancing Health Equity
- III. Visit to the Islamic Center:** An informative meeting at the Islamic Center of Maine located on 151 Park Street, Orono, has been arranged for the class. We will meet with a member of the Center to discuss Islam beliefs and health practices. Students are expected to complete the week's textbook reading and watch the faculty's lecture prior to attendance and bring at least one question to the meeting.
- IV. Completion of 8 modules -** The modules are available online thru Fogler Library/ Database /Nursing Reference Center/ Continuing Education. Each module should take about an hour to complete. Once the student completes the test, he/she will need to download the certificate and submit the certificate as proof of completion. Please see Appendix B for the listing of the modules and their due date. Late submission will not be accepted and students will receive a zero for the assignment

**V. Cultural Autobiography or Project: Advancing Health Equity.** Students will have a choice to do either a cultural autobiography paper or complete a project- Advancing Health Equity. **Faculty should be notified by Oct. 8<sup>th</sup> which of the two a student intends to complete.**

Guidelines for the cultural autobiography paper are in Appendix C (page 12) and the grading rubric for this paper can be found in Appendix D (page 13). Guidelines for the project: Advancing Health Equity can be found in Appendix E (page 14) and the grading rubric for this project are in Appendix F (page 15).

**VI. Exams:** There will be two online exams that will be available to students on the days listed. It is expected that students adhere to the Academic Honesty statement listed below and treat the exam as a classroom exam. Copying questions or taking pictures/snap shots of the questions is considered a violation of this policy.

If a student is unable to take the exam due to a medical illness or an emergency, please notify the faculty; written documentation of the illness or emergency must be provided.

**Academic Honesty Statement:**

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

**Accessibility statement:**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Nilda Cravens) privately as soon as possible.

**Course schedule disclaimer:**

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version of the syllabus.

**Sexual Discrimination Reporting:** The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:

*For confidential resources on campus:* **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**

*For confidential resources off campus:* **Rape Response Services: 1-800-310-0000** or **Spruce Run: 1-800-863-9909.**

**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:

*For support services on campus:* **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

**Course Content:**

The course is divided into 15 weeks labeled as Week 1, Week 2 and so on. The week will start on Monday and end on Sunday. Assignments are due Sunday at midnight.

<b>Weeks:</b>	<b>Topic:</b>	<b>Course work:</b>
<b>1 (Aug. 28 - Sept. 3)</b>	<b>Multicultural Health</b>	<p><b>Read:</b> Textbook- Chapter 1 (Pages 2-28) Handout: "Six Myths about cultural competence in health care". Journal article: The Effects of Culture on Beliefs Related to Autonomy and Informed Consent.</p> <p><b>Watch video:</b> In all fairness – Part 1</p>

		<b>Assignment:</b> Discussion Board- Introductions
<b>2 (Sept. 4-10)</b>	<b>Culturally and Linguistic Appropriate Services (CLAS)</b>  <b>Implicit Bias</b>	<b>Read:</b> Journal articles: 1) Culturally and Linguistic Appropriate Services, Advancing Health with CLAS. 2) Implicit Racial/Ethnic Bias Among Health Care Professionals, and its Influence on Health Care Outcomes: A Systematic Review <b>Watch video:</b> In all fairness- Part 2 <b>Discussion Board #1</b>
<b>3 (Sept. 11-17)</b>	<b>Worldviews on health and illness</b>	<b>Campus Meeting 1:</b> <b>Sept. 13, 4:00-5:30,</b> <b>Boardman Hall, 210</b> <b>Read:</b> Textbook: Chapter 3 (Pages 51- 66) Journal article: 1) The Integration of Immigrants into American Society Case study- A Difficult Birth <b>Modules 1 and 2 due</b>
<b>4 (Sept. 18-24)</b>	<b>Theoretical Models of Cultural Competence</b>  <b>Female Genital Circumcision</b>	<b>Read:</b> Textbook: Chapter 2 (Pages 31-48) Journal article: <i>Female Genital Cutting: An evidence based approach to clinical management for the primary care physician.</i> <b>Watch Video:</b> Africa Rising <b>Discussion Board #2</b>

5 (Sept. 25- Oct. 1)	<b>Social Determinants of Health</b>	<p><b>Read</b> Journal articles: 1) The Social Determinants of Health: It's Time to Consider the Causes of Causes. 2) Health and Social Conditions of the Poorest Versus Wealthiest Counties in the United States</p> <p><b>Watch video:</b> <i>Unnatural Causes...Is inequality making us sick? Epidose 1: In Sickness and In Wealth</i></p>
6 (Oct. 2-8)	<b>Health Disparities/Health Inequities</b>	<p><b>Read:</b> Journal articles: 1) The Impact of Racism on the Sexual and Reproductive Health of African American Women 2) Addressing Health Disparities is a Placed Based Issue 3) Health Care Disparities in the Post Affordable Care Act Era.</p> <p><b>Watch video:</b> <i>Unnatural Causes...Is inequality making us sick? Episode: When the Bough Breaks</i></p> <p><b>Module 3 and 4 due</b> <i>Notify Faculty of your plan to do cultural autobiography or project.</i></p>
7 (Oct. 9- 15)	<b>Mid- Term EXAM</b>	<p><b>Exam 1:</b> Available online from <b>Oct. 12, 5PM to Oct 13- 5PM</b></p>
8 (Oct. 16- 22)	<b>Religion/spirituality</b>	<p><b>Field trip to the Islamic Center, Orono, Oct 18<sup>th</sup> 5 – 6 PM</b></p> <p><b>Read:</b> Textbook: Chapter 5</p>

		(Pages 93-117)
<b>9 (Oct. 23- 29)</b>	<b>Communication and Health Promotion in Diverse Societies</b>	<b>Read:</b> Textbook: Chapter 6 (Pages 118-146) <b>Discussion Board #3</b>
<b>10 (Oct. 30- Nov. 5)</b>	<b>Hispanics/ Latino Population African American Population</b>	<b>Read:</b> Textbook: Chapter 7 (Pages 149-170) Chapter 9 (Pages 201-223) <b>Watch video:</b> <i>Unnatural Causes...is inequality making us sick?</i> Episode: <i>Becoming American</i> <b>Module 5 and 6 due</b>
<b>11 (Nov. 5- 12)</b>	<b>Asian Population American Indian and Alaskan Native Population</b>	<b>Read:</b> Chapter 10 (Pages 227 – 242) <b>Read:</b> Textbook: Chapter 8 (Pages 174- 198) <b>Watch video:</b> <i>Unnatural Causes...is inequality making us sick?</i> Episode: <i>Bad Sugar</i> <b>Discussion Board # 4</b>
<b>12 (Nov. 13- 19)</b>	<b>Faculty –Student Meeting (optional)</b>	<b>Cultural Autobiography or Project: Advancing Health Equity due on Nov. 19th</b>
<b>13 (Nov. 20- 26)</b>	<b>European and Mediterranean Population</b>	<b>Read:</b> Chapter 11 (Pages 245-263) Journal article: <i>Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21<sup>st</sup> Century</i>
<b>14 (Nov. 27- Dec. 3)</b>	<b>Nonethnic cultures: Lesbian, Gay, Bisexual and Transgender (LGBT) People with Disabilities Immigrants and Refugees</b>	<b>Read:</b> Textbook- Chapter 12 (Pages 267-287) National LGBT Health Education Center (2016). <i>Understanding the Health</i>



		<i>Needs of LGBT People</i> <b>Watch video:</b> To treat me, you have to know who I am. <b>Module 7 and 8 due</b>
<b>15 (Dec. 4- 10)</b>		<b>Exam 2:</b> Available online from <b>Dec. 7<sup>th</sup> 5 PM – Dec. 8<sup>th</sup> 5 PM</b>

Appendix A  
Rubric for participation in Discussion Board

Levels of Achievement:	<b>Novice</b>	<b>Competent</b>
<p style="text-align: center;">Reflection <b>Total points: 1 point</b></p>	<p style="text-align: center;"><b>Points: 0-0.5</b> Student's response does not answer the prompt question fully. Response demonstrates minimal reflection. Writing is unclear, and disorganized.</p>	<p style="text-align: center;"><b>Points: 1.0</b> Student's response fully answers the prompt question. Response demonstrates reflection and insight. Writing is clear and organized.</p>
<p style="text-align: center;">Respond to two peers <b>Total points: 1 point</b></p>	<p style="text-align: center;"><b>Points: 0-0.5</b> Does not respond to peers within the group assigned or responds to one peer only within the time frame assigned</p>	<p style="text-align: center;"><b>Points: 1.0</b> Responds to two peers within the time frame assigned.</p>
<p style="text-align: center;">Timeliness <b>Total points: .5</b></p>	<p style="text-align: center;"><b>Points: 0</b> Work is submitted after due date. Students can submit work up to 2 days after due date.</p>	<p style="text-align: center;"><b>Points: .5</b> Work is submitted on time and by due date.</p>

## Appendix B Modules

Modules can be found in Fogler Library under Databases -Nursing Reference Center; go to the Continuing Education tab. Students will be directed to create their own account in CINAHL. Once the modules are reviewed, and the test is completed, a certificate will be automatically generated.

Please watch the tutorial found under the tab: Modules- Submit your Certificate

Due Sept. 17th

1. Communication: Communicating with a Patient who is Non-English Speaking
2. Amish patients: Cardiovascular Diseases- Providing culturally competent preventive care

Due Oct. 8th

3. Black Children as Patients: Providing Culturally Competent Care
4. Black Women with Breast Cancer: Providing Culturally Competent Care

Due Nov. 5th

5. Obesity in a Culturally Diverse Population: an Overview- Providing Culturally Competent Care
6. Hispanic American Patients: Providing Culturally Competent Care

Due Nov. 26th

7. Aboriginal People in North America with Diabetes Mellitus, Type 2: Providing Culturally Competent Care
8. Physical Assessment- Performing Cultural Considerations

## Appendix C Cultural Autobiography Guidelines

The cultural autobiography is an exploration of one's cultural heritage, and a personal reflection that summarizes how one has been socialized to view "health" and "illness".

The paper should be around 5 pages long and should follow the American Psychological Association (APA) guidelines. Since it is a personal reflection the student can use the first pronoun in the paper.

The paper should be divided into 3 major sections:

- 1) Cultural heritage- In this section, the student will explore his/her own cultural heritage and the health view held by that cultural heritage. This section will require some literature research into the health beliefs and practices of the student's cultural heritage. If you are having difficulty finding information, please contact the faculty for guidance. The student may also interview family members or cultural leaders to obtain information. At least one references should be cited in this section
- 2) Personal Reflection- In this section, the student will reflect on how he/or she was socialized to view health and illness, and the social norms of his/her early formative years.
 

Questions to help student reflect:

  - What did the term "health" mean to you as a child?
  - What did you have to do to be healthy?
  - What were the expectations for behavior when you were ill?
  - What remedies were used to restore your health?
  - Who were your early role models of health?
  - What were your early memories of seeking health care and health care providers?
  - How consistent were your family's views on "health" and "illness" with the views of your cultural heritage?
- 3) Cultural Self-Awareness: The student will explore the connection between cultural self awareness and cultural competence.

Appendix D  
Grading Rubric for Cultural Autobiography

	<b>Novice</b>	<b>Competent</b>	<b>Expert</b>
<b>Cultural Heritage</b> Total points: 6	Student minimally explores cultural heritage. Does not explore health beliefs, traditions and practices of his/her cultural heritage.  <b>Points: 0-2</b>	Student explores cultural heritage including health beliefs, traditions and practices. Uses two or less references in this section.  <b>Points: 2-4</b>	Student explores in depth his/her cultural heritage including the health beliefs, traditions, and practices. Uses more than two references in this section.  <b>Points 4-6</b>
<b>Personal Reflection</b> Total Points: 3	Students demonstrates minimal self reflection in how he or she was socialized to view health and illness  <b>Points: 0-1</b>	Student demonstrates moderate level of self-reflection in how he or she was socialized to view health and illness.  <b>Points: 1-2</b>	Student demonstrates a higher level of self-reflection and insight in how he or she was socialized to view health and illness.  <b>Points: 2-3</b>
<b>Cultural Competence and Cultural Self Awareness</b> Total Points: 3	Student does not define cultural competence and makes a weak association between cultural competence and self-awareness. Does not use a reference.  <b>Points: 0-1</b>	Student defines cultural competence and makes an association between cultural competence and self-awareness. Uses one reference.  <b>Points: 1-2</b>	Student defines cultural competence and makes a strong association between cultural competence and self-awareness. Uses more two or more reference.  <b>Points: 2-3</b>
APA format, Grammar and spelling <b>Total points: 3</b>	There are more than 6 errors in APA format. There are 10 (or more) spelling, and/or grammatical errors.	There are between 3 – 6 errors in APA format. There are 5 -10 spelling and/or grammatical errors.	There are less than 2 errors in APA format. There are less than 5 spelling and/or grammatical errors.

	<b>Points: 0-1</b>	<b>Points: 1-2</b>	<b>Points: 2-3</b>
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Appendix E  
Project: Advancing Health Equity Guidelines

For those who would like to use their creativity in other ways besides writing a paper, this project provides an alternative.

Select a population that faces health disparities due to race or ethnicity, sexual orientation, disability status or simply has difficulty accessing health care because of lack of insurance or because of geographic location such as living in a rural community.

Conduct a literature search about health disparities faced by your selected population. Determine best evidence practice and guidelines for this population.

Interview an individual from this selected population. Explore the following questions with them:

What has their previous experience been like with health care?

What challenges have they encountered in health care?

From their perspective, what can be done to improve access to care, and healthcare services?

After you conduct your literature search and interview, then put together a project that captures what you have learned. You have creative license for this project. You can create a video, poster presentation, or write a narrative/story. Key components of the project include facts about this population (make sure to include your references), health challenges faced by this population and ideas of how to improve the care of this population and advance health equity.

A list of references should be turned in to the faculty with the project.

Appendix F  
Grading rubric for Project: Advancing Health Equity

	<b>Novice</b>	<b>Competent</b>	<b>Expert</b>
<b>Explanation of health disparity</b> Total points: 4	Health disparity is left undefined or is defined minimally. Provides minimal information of the importance of health disparities  <b>Total points: 0-1</b>	Health disparity is defined clearly and provides information of the importance of health disparities.  <b>Total points: 1-3</b>	Health disparity is defined clearly and comprehensively; Information is provided for the full understanding of the importance of health disparities.  <b>Total points: 3-4</b>
<b>Sources and Evidence</b> Total points: 4	Minimal incorporation of data and evidence. Best evidence practice and guidelines are not presented.  <b>Total points: 0-1</b>	Moderate incorporation of data and evidence. Best evidence practice and guidelines are presented.  <b>Total points: 1-3</b>	Data and evidence is incorporated and integrated throughout the project. Best evidence practice and guidelines are presented and analyzed.  <b>Total points: 3-4</b>
<b>Artistic Presentation</b> Total points: 3	The project demonstrates minimal effort, personal expression or attention to details. Content is presented in a disorganized manner. Little creativity is present.  <b>Total point: 0-1</b>	The project demonstrates personal expression and attention to details. Content is presented in an organized manner that is creative.  <b>Total points: 1- 2</b>	The project demonstrates original personal expression, and attention to details. Content is presented in a well-organized manner that is creative and thought provoking.  <b>Total points: 2-3</b>
<b>Proposal to advance health equity</b> Total points: 4	Proposal is not logical or realistic; does not provide information about implementation.	Proposal is logical and realistic; provides minimal information about implementation.	Proposal is logical and realistic; provides detailed information about implementation.

	<b>Total points: 0-1</b>	<b>Total points: 1-3</b>	<b>Total points: 3-4</b>
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