

HCR230 Culture and Health (**REVISED** Syllabi)

INSTRUCTOR: Dr. Michael Winkelman, Associate Professor

School of Human Evolution and Social Change

Office Hours: Wed 4:00-4:40 at downtown campus CLASSROOM CENT 234*

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For additional details see Blackboard site at www.asu.edu

Catalog Description

Relationship between culture and health/illness. Emphasis on cross-cultural communication and healing practices, including awareness of own cultural influences.

Course Objectives

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

1. Evaluate the importance of the role culture plays in determining how different people perceive and shape their world.
2. Identify cultural influences on one's own beliefs and values.
3. Describe the impact of US and non-U.S. cultural definitions of health, illness and disease causation on an individual's health maintenance practices and response to healers.
4. Compare and contrast healing and treatment methods of various cultures with those of the Western health care delivery system and assess their influence upon that system.
5. Identify cultural strengths and barriers that influence utilization of health care services.
6. Explore variations in family structure and dynamics across U.S. and non-U.S. cultures.
7. Explore cultural components of the aging process, and dying and death across cultures.
8. Apply models for assessing client cultural orientations, health care expectations, psychosocial structures, language, and communication patterns to individuals from different ethnic groups.
9. Identify strategies for delivery of culture-specific care based on the evaluation of cultural assessment data.

Course Overview

This course explores the relationship between various components of culture and the dynamics of health and illness, and focuses on concepts of health and illness primarily within the U.S. (immigrants, Native Americans, African Americans, etc.), as well as considering some other cultural regions (e.g. Mexico, China, Latin American as well). The contributions of traditional systems of medicine (e.g. Mexico, China) to the Western health care delivery system are examined along with the reasons why Western health care providers often do not meet minority culture consumers' health care expectations. Students analyze their own feelings, beliefs, and values in relation to their own culture and will utilize a generic framework to examine culture-specific care to diverse groups. Ways to overcome intercultural communication barriers are also explored. This course has been approved by the ASU General Studies Council, and fulfills the global awareness (G) and Culture (C) requirements.

Course Requirements

Three exams 15% each = 45%

Attendance 15%

Participation 10%-- online posting and discussion of Health and Values questions based on Spector p. 2 Q5-12 and on the values assessment placed on blackboard. (SEE BELOW)

Culture and Health Assessment Class Presentation and Paper 30% (SEE BELOW)

Extra Credit

Cross-cultural Development Self-Assessments 10%

Chapter Assessments (Spector) 10%

Course Assignment Details

Exams will be multiple choice based on lecture and readings and may be on-line TBD

Culture and Health Assessment Class Presentation and Paper-see below for details. This paper must be typewritten, double spaced 10 or 12 point font. Individual papers should be 5-10 papers; group papers will be assigned individualized lengths. Due 5-4 to Blackboard.

Extra Credit:

Cross-cultural Development Self-Assessments- see Blackboard Assignment

Chapter Assessments (Spector) 10% For Chapters 1-7, write up a 1 page assessment of a) the most important points of the chapter; b) the points that you would question or reconceptualize

Grading Scale

A = 80% +

B = 70-79%

C = 60-69%

D = 50-59%

E = < 50%

TEXTBOOKS

Required

Spector, R. E. (2004). *Cultural diversity in health and illness*. (6th ed.). Upper Saddle River, NJ: Prentice Hall Health.

Purnell, L. D., & Paulanka, B. J. (2005). *Guide to Culturally Competent Health Care*. Philadelphia: F. A. Davis

Purnell, L. D., & Paulanka, B. J. (2003). *Transcultural health care: A culturally competent approach* Chapter 2 The Purnell model for Cultural Competence. Philadelphia: F. A. Davis . **See Online reserve**

Recommended

Winkelman, M. 2005. *Culture and Health: Applying Medical Anthropology*. Boston: McGraw-Hill Custom Publication. (in bookstore under ASB294 and ASB462)

HCR230 Class Lecture Schedule

Day Lecture Topic

PART I

Cultural Competence in Health Care

- 1-17 Overview and Background
Student Backgrounds and Knowledge
Course requirements
Self-assessment and Discussions
Why develop cross-cultural competence? General and Specific approaches
Cultural Phenomena Affecting Health
Why understand ethnomedical practices? Complementary vs alternative views
READINGS: P&P Intro; Winkelman Intro and 1
- 1-24 Review of Cross-cultural Self-Assessments (see blackboard)
National Standards and Attitudes, Behaviors, Knowledge, Skills
Culture Care—awareness, sensitivity, competence
General Cross-cultural Competency
Culture Specific Approaches: Understand, Respect, Treat, Communicate
Emic perspectives, Etic Perspectives
Culture: Definitions, Culture conflict, Cultural Consistency,
Society and Ethnicity: Acculturation, Assimilation, Dimensions of acculturation
Organizational competence and cultural respect in appropriate care
Levels of Cross-cultural Development
READINGS: P&P 1, Spector 1; Winkelman 3
- 1-31 Cross-cultural Adaptation and Development
Social Interaction Rules
Race and Ethnicity and National Origin
Cultural Foundations of Race
Ethnicity and Identity
Race and Poverty
Culture and Care Preferences: Universalism and Particularism
READINGS: Spector 2; Winkelman 3
- 2-7 Concepts and Determinants of Health
Discuss Health Assessments (Sector Unit 1p.2)
Health Maintenance and Self-Care
Disease, Illness, Sickness, Sick Role and Illness Experiences
Health Beliefs Model and Determinants of Health Actions
Using the Explanatory Model
Cross-cultural Negotiation in Medical Encounters
Project Interests**
READINGS: P&P 1, Spector Unit1 intro, Ch 3; Winkelman 2

- 2-14 Health Systems
 Lay/Popular and Family Health Traditions
 Culture, Symptoms, Sick Role
 Ethnomedical Theories of Illness in Psychocultural Perspective
 Folk Medicines and Ethnomedicines
 Professional Medicines
 Biomedical Cultures and Society
 Nursing Culture
 Alternative, Complementary and Integrative Approaches
 READINGS: Spector 4, 6; Winkelman 5
- 2-21 Cultural Systems Approaches to Health and Health Care
 Cultural-Ecological Systems Models, Purnell Model, Leininger's Sunrise Model
 Biopsychosocial Models of Effects of Culture and Society on Health
 READINGS: Purnell and Paulanka (2003).Chapter 2- see online reserve.
 Purnell and Paulanka (2005) TEXT Ch1 & 2;
 Spector Ch 5 Death and Birth traditions; Winkelman 4
 Working groups for the papers and presentations
- 2-28 Medical Cultures and Society
 Biomedical Access: Problems in health care delivery and access
 Pathways to health care, Medicine as a mechanism of social control
 European American Culture and Medicine
 READINGS: Purnell and Paulanka 12, Spector 7, 12,
- 3-7 EXAM 1 Done online by 7:30PM
 COVERS: Purnell and Paulanka (2005) TEXT Ch1 & 2;
 Purnell and Paulanka (2003).Chapter 2- see online reserve;
 Spector Intro, Chs 1-4, 6,7, 12 (5, p. 118-136); Purnell and Paulanka 12
 NO CLASS MEETING

Written statement of your specific group (and topic) focus (and any collaboration teams) in written form, along with references from scientific and academic journals submitted on Blackboard by 3/9. Worth 5%pts of grade. Presentation 4/11-5/2(9)

- 3/21 Ethnomedical Traditions: Cross-cultural Perspectives
 Shamanistic Healing Traditions
 Ethnomedical Healing Forms, Processes and Mechanisms
 Mechanisms of Ritual, Religious and Symbolic Healing
 READINGS: Spector 5; Winkelman 9, 10
- 3/28 Ethnic American Healing Traditions
 Spirituality and Psychocultural Dynamics of Ethnomedical Healing in African, Hispanic, Asian and Native American communities
 READINGS: Spector Chs 8, 9, 10, 11; Winkelman 6
- 4/4 Alternative, Complementary and Holistic Healing Traditions

Online Exam 2 Over lectures and Spector 5, 8-11 to be finished by 4/13 5PM

PART III
Cultural Healing Traditions

4/11/18/25-5/2(or 5/9*) Cultural Health Traditions Presentations
Individual Scheduling
Native American Nations
African Americans
Hispanic Americans
Asian Americans

4 multiple choice questions from presentations to be turned in by Assignment function
by 5 PM 4/26

5-2 Extra credit assignment from Cross-cultural Self-Assessment Due

5-4 Paper Due to Assignment box by 12PM midnight

5-9 Exam III Covering P&P 2, 3, 6, 9, 10, 12, 13, 18, 22, 24, 25, 26, 29 completed
by 12 PM

* If we are not allowed to meet 5/2 then we will meet 5/9.

Culture and Health Assessment
Class Presentation and Paper

This paper and class presentation may be an individual or approved group project and will be assessed according to individual and group circumstances. You must provide a written statement of your group focus and a primary focus within the group as represented in the categories below derived from the Purnell Model of Cultural Competence.

This paper will focus on the cultural factors relevant to culturally sensitive and competent care and assessment of an American (U.S.) ethnic group other than your own. Your paper will focus on the assessment of cultural factors affecting health and health care, using the Purnell Model for Cultural Competence as modified and limited below. The paper will focus on factors that impact health assessments; understanding health, conditions and symptoms; adaptations of communication and treatments; avoiding conflicts and misunderstandings; and enhancing cultural care. This assessment will NOT include indigenous healers, ethnomedical traditions or spiritual healers as a focus.

Your presentation will be done in class on the assigned day between 4/11 and 5/9.

Paper Outline and References

This paper and class presentation may be an individual or approved group project and will be assessed according to individual and group circumstances. You must provide a written statement of your group focus and a primary focus within the group as represented in the categories described in the paper assignment, derived from the Purnell Model of Cultural Competence, by March 9th.

Obligatory Outline/Abstract: Due 3/9:

THIS OUTLINE WILL BE WORTH 10 POINTS OF YOUR 100 POINTS FOR YOUR PAPER AND PRESENTATION GRADE.

This paper and class presentation may be an individual or approved group project and will be assessed according to individual and group circumstances. You must provide a written statement of your group focus and a primary focus within the group as represented in the categories below derived from the Purnell Model of Cultural Competence by March 9th.

You will state your specific group (and topic) focus (and any collaboration teams) in written form by 3/9. This must include an outline of the material you will cover and at least three academic references you will use for your research. These must include authors, titles, publishers, dates and where journals, volumes and pages. Wikipedia and strictly online sources may not be used. Your outline should make it clear how your paper will address the categories of the model in your paper. This outline must include a complete reference to at least three references to relevant material from peer-reviewed journals and books published by academic or university presses. **STRICTLY ONLINE SOURCES ARE NOT ACCEPTABLE.**

Your outline of your paper with a least three academic references MUST be turned in on March 9th (may be emailed to me at michael.winkelman@asu.edu with HCR230 in the subject line). This will be the basis for the approval of your topic.

Culture and Health Assessment Class Presentation and Research Paper

This assignment will be checked using anti-plagiarism software and returned to your instructor with an originality report. NOTE: Only MSWord (.DOC), Rich Text Format (.RTF) and HTML documents are compatible with SafeAssignment. [MacOSX/Safari users click here for further directions](#). If you receive an error, try again as you may be experiencing network problems. If follow-up attempts still give you an error, [click here to report a problem](#)

Culture and Health Assessment Class Presentation and Paper

This paper must be typewritten, double spaced 10 or 12 point font. Individual papers should be 5-10 papers; group papers will be assigned individualized lengths. The FINAL VERSION paper must be uploaded in Safe Assignment on Blackboard by 5-4. You may check it for citation accuracy through April 30. PAPER MAY NOT BE TURNED IN BEFORE MAY 2

Culture and Health Assessment Class Presentation and Paper

This paper may take one of four general approaches to understanding the cultural factors relevant to culturally sensitive and responsive care and assessment of an American (U.S.) ethnic group other than your own. Your paper may focus on the assessment of cultural factors affecting health and health care in one of several areas:

Option 1

A focus on the primary significant disease(s) in the group, using the Purnell Model for Cultural Competence as modified and limited below. The paper will focus on factors that impact health, health assessments and health care, including specific coverage of the categories of the Purnell model (as modified below). This should include at least some consideration of issues RELEVANT to the disease[s] chosen for investigation:

- a) a statement of the principal form of morbidity and mortality that is the focus of your paper and their discussion in terms of
 - i) the contributing factors in terms of biocultural ecology and contributing risk behaviors;
 - ii) societal relations and resources affecting these conditions;
 - iii) the roles of family as protective and risk factors and their specific roles in medical relations; and
 - iv) aspects of world view relevant to cultural understandings of health, specifically as they affect relations with health providers.

Your cultural assessment should be organized as follows (as relevant):

1- Biocultural Ecology

Environmental and Genetic causes and risks, biological factors to be considered in evaluation and assessment

2- High Risk Behaviors

Coverage of major causes of morbidity and mortality and their cultural determinants and predisposing factors; food and dietary factors affecting health and disease; dangerous drug use and self-medication practices

3- Societal Relations: Workforce, Government and Educational Issues

Affects on health related to work and occupation activities and risks, affects on health of governmental policies and programs, educational factors affecting health and health behavior; institutional barriers to health care

4- Family Roles and Organization

Describe the most important dynamics of family structure affecting this health condition; family status and roles affecting medical interactions and general social expectations; and goals and priorities relevant to medical consultation, interactions, decision making; acculturation conflicts affecting family relations..

5- Health Care Practices

Relevant Health seeking behaviors, important family health care practices, cultural influences on symptoms and pain, illness conceptions, bodily processes, sick role

6- World view

The cultural beliefs, especially theories of illness, concepts of health and well-being, religious, spiritual and cosmological systems that produce their cultural world views AND HOW THEY AFFECT health behaviors and/or interactions with health care providers.

Option 2

A second paper option would involve addressing specific health concerns derived from life cycle issues, picking one or more of the major stages of life (e.g., pregnancy, childbirth, infancy, adolescence/sexuality and the death/grieving process). What are the specific ways in which the cultural system impacts health at one of more of these stages. Your assessment can be organized according the modified Purnell model as above.

Option 3

A third paper topic would involve addressing the general health seeking behaviors of the culture, specifically considering culturally-based family health care practices; cultural influences on symptoms, pain expression, body concepts and sick role; cultural conceptions of illness; and how these cultural concepts affect medical interactions and communication and medical compliance.

Option 4

A fourth general paper topic option will focus on the social interaction rules approaches involved in the cultural patterns of communications and relational engagements, especially those relevant to medical interactions, identifying major points of conflict and needed adaptations to avoid conflicts and misunderstandings and enhance cultural care.

Values and Health Practices Self-Assessments

Assignment

Upload a single posting to the discussion board that incorporates the three (or more) paragraphs on (Due March 9th):

- 1) your values and their relationship to your culture;**
- 2) your responses regarding your health behaviors; and**
- 3) how your values relate to your health beliefs and practices and how your values would affect the ways in which interact with patients**

Comment on 2 other students' posting with a comment that reflects on how their responses are similar or different from your and why (Due March 24th.

Values Assessment

Assess the importance of the following statements to you and your daily life on the following scale:

1 = Very Important 2 = Important 3 = Little Importance 4 = No Importance

	IMPORTANCE OF VALUES			
	HIGH			LOW
CLEANLINESS AND ORDERLINESS	1	2	3	4
SATISFYING OTHERS' NEEDS	1	2	3	4
A REGULAR DAILY SCHEDULE	1	2	3	4
RESPECTING MY PARENTS TRADITIONS	1	2	3	4
AN ACTIVE SOCIAL LIFE	1	2	3	4
SOCIAL EQUALITY IN MY RELATIONSHIPS	1	2	3	4
MAINTAINING MY FAMILY'S HONOR	1	2	3	4
EDUCATION & PERSONAL ADVANCEMENT	1	2	3	4
LIBERTY TO PURSUE SELF-INTERESTS	1	2	3	4
LIVING IN A CLEAN ENVIRONMENT	1	2	3	4
FAMILY (CHILDREN) RESPONSIBILITIES	1	2	3	4
BEING LOYAL TO MY MANAGER	1	2	3	4
LIVING WITH PEOPLE WHO SHARE MY VALUES	1	2	3	4
DIRECTNESS IN COMMUNICATION	1	2	3	4
ENGAGEMENT IN POLITICS & SOCIAL CHANGE	1	2	3	4
EATING HEALTHY MEALS EVERY DAY	1	2	3	4
CLOSE FRIENDSHIPS WITH COWORKERS	1	2	3	4
HAVING INDEPENDENCE FROM OTHERS	1	2	3	4
REGULAR RELIGIOUS PRACTICES	1	2	3	4
SHARING MY IDEAS AT WORK WITH BOSSES	1	2	3	4
MAINTAINING A "MOTHER ROLE" FOR WOMEN	1	2	3	4
HAVING A GOOD EXERCISE ROUTINE	1	2	3	4
IMPROVING MY SOCIAL STATUS	1	2	3	4
PARTICIPATING IN COMMUNITY EVENTS	1	2	3	4

Pick 5 of these values that are most important to you? Why did you pick there? Are there other values not listed here that are more important?

How do your most important values relate to the general values of your culture?

Why do you hold these most important values?

Write a 1 paragraph summary of your values and their relationship to your culture.

Review your answers to the questions from Spector p. 2 (How do you define health, what do you do to maintain, protect and restore your health?).

Write a paragraph summarizing your responses regarding your health behaviors.

Then summarize your answers to the following questions in 1 or 2 paragraphs that illustrates how your values relate to your health beliefs and practices and how your values would affect the ways in which interact with patients

How do your most important values relate to your health beliefs and practices?

How do your top values affect your health?

How do/might your responses to the values stated above affect the way you would interact with patients as a nurse?